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CATALOG 1990-91

TABLE OF CONTENTS

| | | |
|--|----------|--|
| Introduction | 1 | <i>In 1889, Agnes Scott College was founded</i> |
| Admissions | 9 | <i>with an uncompromising commitment to a</i> |
| Outside the Classroom | 19 | <i>"high standard of scholarship" in a setting</i> |
| Return to College | 23 | <i>conducive to the Christian faith. Last year</i> |
| The Athletic Program | 27 | <i>Agnes Scott celebrated a hundred years of</i> |
| The Academic Program | 28 | <i>educating women.</i> |
| Academic Honors | 36 | |
| Academic Standards | 38 | |
| Special Curricular Opportunities | 44 | |
| Career Planning and Placement | 53 | |
| Tuition and Fees | 56 | |
| Organization of the College | 59 | |
| Campus Map | 76 | |
| Index | 78 | |
| Academic Calendar | 80 | |
| Courses of Study | A-1-A-64 | |

Agnes Scott College does not discriminate on the basis of race, color, creed, national or ethnic origin, or handicap in the recruitment and admission of students. This nondiscriminatory policy also applies to all the rights, privileges, programs, and activities generally accorded or made available to students at the College; and to the administration of educational policies, scholarship and loan programs, student employment, and other college-administered programs.

The greatest care and attention to detail is given to the preparation of the program of the College and every effort is made to insure the accuracy of its presentation in this catalog, but the College reserves the right in its discretion to make at any time changes affecting the policies, fees, curricula, or other matters required to carry out the objectives and purposes of the College. Agnes Scott College is accredited by the Southern Association of Colleges and Schools.

INTRODUCTION

This world is rapidly changing economically, politically, socio-logically, and technologically.

Leaders of the future will need knowledge, flexibility, and competence in order to adapt to these changes. While adapting to change, our leaders will also need to be faithful to human values that have developed over centuries. Tomorrow's leaders will have to know where they are going and where they have come from. Through its liberal arts education, Agnes Scott College fulfills a responsibility to each student as well as to the future of our society and world.

IN YOUR WORLD



Our special commitment is to women, like yourself. Because you are considering a women's college, you have already distinguished yourself as someone who appreciates her potential. At Agnes Scott, you will stretch your unique talents in a community that wants you to excel. You will be encouraged to lead, and you will be challenged by women role models who have a sense of self as strong as the one you are developing. Through Agnes Scott College, you will explore the world and the life of the mind and you will discover yourself — a woman with character, a unique person fully prepared to live her life with competence and a sense of adventure.

KEEPING THE PROMISE

Look to the purpose.

Then come here and live that purpose with us.



Our purpose is a statement of who we are. It has remained constant over the years as we change and grow to meet the changing needs of each new generation of Agnes Scott women.

How do we meet those needs? Why does a liberal arts college have a better learning environment? Why is an Agnes Scott education in demand in the most competitive graduate schools in the country? Why do our graduates excel as professionals and as home and community builders?

By their very nature, liberal arts colleges offer a superior intellectual environment. Their curricula are involved with the whole of human experience; their aim is to transmit the skills of learning. Their students graduate more broadly educated, better equipped to deal with the challenges of a changing world.

At Agnes Scott College our purpose has been elaborated as to:

- help the student gain a basic acquaintance with each of three broad areas of knowledge – the humanities, natural sciences and mathematics, and social sciences – and competence in a particular phase of one area
- develop through such study those qualities of mind – analytical, critical, and imaginative – which enable the student to use the treasure of the past and modern contributions to knowledge to enrich her life and to seek solutions to age-old and new problems
- develop an appreciation for excellence and for creative achievement in all fields
- encourage the student to develop a spiritual commitment and a set of values which give vitality, meaning, and direction to her life
- foster a concern for human worth and needs, physical as well as intellectual and spiritual
- cultivate a sense of responsibility to her society, both within the college community and beyond.

SCHOLARSHIPS AND FINANCIAL AID

We have a notable merit-based scholarship program that recognizes outstanding ability and achievement, and we meet 100 percent of the demonstrated financial need of all applicants accepted for admission. In 1989-90 more than 75 percent of the student body received scholarships and/or aid in amounts ranging from \$100 to full room, board, and tuition. We offer a wide range of financial aid opportunities because we seek an economically diversified student population.

Today, the College's endowment per student ranks eighth among all colleges and universities in the United States. Many of our programs have been made possible by the generosity of Agnes Scott's friends and alumnae who have provided endowment money that has contributed substantially to the College's finances. The financial aid package most appropriate for your needs should be discussed, personally, with your financial aid counselor. (For more details, see the "Admissions and Financial Aid" section of this catalog.). An Agnes Scott education is too valuable to be denied for economic reasons alone.

AN AGNES SCOTT EDUCATION

An Agnes Scott education is as enduring as our Victorian Rebekah Scott Hall and as modern as our Robert W. Woodruff Physical Education Building, which opened in 1988. You will work hard in the classroom, coming to grips with the perspectives and innovations sought by today's leaders in industry, government, and health and human services. In a spacious room in your residence hall, you will read the same timeless literature read by your predecessors. You will learn what is most important about the human condition while living in surroundings that echo values proclaimed by tradition.

At Agnes Scott, you will experience history, both physically and intellectually. At the same time, you will live in today's world with all the advantages of modern architecture and technology. After exploring new possibilities in our fully equipped computer or biology lab, you might want to see the stars at our extraordinary Bradley Observatory.

You will also have rich experiences outside the classroom and off campus. Through our internship program, you

INTRODUCTION

can test your education and emerging skills in any of a number of Atlanta area businesses and institutions. Agnes Scott women have extended the classroom to include the Centers for Disease Control, the Cable News Network, the Georgia State Legislature, the Federal Reserve Bank of Atlanta, the Coca-Cola Company, and Grady Memorial Hospital. At Agnes Scott College, your education will have the depth and breadth of the liberal arts and immediacy of the 1990s.

CHOOSING YOUR CAREER

Education and preparing for life after Agnes Scott are of utmost importance to us. The Career Planning and Placement Center helps students make well-informed decisions about career and lifestyle options. The center provides individual counseling, self-assessment aids, job search workshops and other programs to help students. Both the Intern and Extern Programs help students to learn about occupations and professions while at Agnes Scott. This experiential education helps students

gain practical experience and learn more about various occupations and professions. As an example, during the Christmas holidays, students can work for a week to get experience in a corporate or non-profit setting.

LIFE AT AGNES SCOTT COLLEGE

Agnes Scott College is located in Decatur, a community of 20,000, only six miles from the heart of the south - Atlanta. A great university city, a great American city, a great international city, Atlanta is alive intellectually, culturally, and socially. MARTA, the city's rapid transit system, takes Agnes Scott students to many parts of the city. Professional theater, dance, music, and the visual arts flourish. The Robert W. Woodruff Arts Center is home to the High Museum of Art, the Alliance Theater, and the world renowned, Atlanta Symphony. For other entertainment there is the beautiful Fox Theater, the newly opened Underground Atlanta, and many other first rate entertainment places. When it comes to professional sports, Atlanta is home to the



Falcons (football), Hawks (basketball), and the Braves (baseball). Shopping is the best in the southeast and there are many malls and small boutiques to satisfy your every need. Restaurants serve cuisine ranging from Southern cooking to French to Cajun to Korean. New restaurants seem to open every day.

A college with approximately 600 students, life at Agnes Scott offers many

benefits over larger colleges. You, as an individual, are important to the growth and spirit at Agnes Scott. Living with friends and learning to love them as extended family are essential parts of campus life. Some of the friendships you begin in your residence hall will last a lifetime. At Agnes Scott, we know how important residence living is. That's why all our halls are comfortable and distinctive.

EXTRACURRICULAR ACTIVITIES

In a small community, everyone's talents are needed and appreciated. At Agnes Scott, you will explore old interests, develop new ones, and enjoy the special chemistry of shared enthusiasms.

Student Government Association
Honor Court
Orientation Council
Interdormitory Council
Social Council

The Profile – campus newspaper
The Silhouette – student yearbook
The Aurora – literary magazine
Arts Council
Students for Black Awareness
Chimo – organization for international
students
Christian Association

Agnes Scott College Community
Orchestra
London Fog – a jazz vocal group
Joyful Noise – a gospel singing group
Glee Club – presenting several concerts

Blackfriars – presenting three major
drama productions each year
Spanish, French and German clubs
Athletic Association
Dolphin Cub – synchronized swimming

Intercollegiate Tennis
Soccer
Volleyball
Basketball
Studio Dance Theater – a contemporary
company which performs each spring
Student art exhibits – open to the public



RESIDENCE HALLS

Agnes Scott, Rebekah Scott, and Inman Halls have all recently been restored to their Victorian elegance while meeting today's demands for efficiency and comfort. These halls have recaptured their former grace with period design and furnishings (some donated by alumnae) and chandeliers in their lobbies and parlors. (Imagine studying in your room perhaps in the elegant comfort of antique furniture against a backdrop of Victorian print wallpaper.) All three of these halls now qualify for listing in the national Register of Historic Places.

There are two other spacious and comfortable residence halls on campus: Walters and Winship. One of these residence halls will probably become your college home ... your special place where you will begin to make your own decisions and take real control over your life.

LIBRARY

Agnes Scott's impressive McCain Library, built in 1936 and completely renovated in 1975-77, has an outstanding liberal arts collection housed in over seven floors of open stacks. Library holding include over 180,000 volumes as well as 20,000 recordings, microforms, and tapes. Agnes Scott also subscribes to more than 780 periodicals. In addition to an extensive on-campus collection, Agnes Scott students have full access to 8,800,000 volumes by daily courier in the Atlanta/Athens area through the University Center consortium.

COMPUTER FACILITIES

Agnes Scott's Academic Computing Center, on the ground level of the library, is fully equipped with 25 computers and a variety of printers, including laser printers with color graphic plotters.

Instructional software guides students through spreadsheet, word processing, and data base functions. To make computers available to students 24 hours a day, two satellite centers have been installed in Inman Hall and Agnes Scott Hall. A third center has been proposed.

THE WRITING WORKSHOP

At the Writing Workshop, trained student tutors and the workshop director, a faculty member, assist students working on papers or other writing assignments for courses. Students may come to the Writing Workshop at any stage of the writing process, from planning and drafting the work to revising and polishing the final version. Tutoring is available weekdays at no charge.

HONOR SYSTEM

Ethics and values are central to the purpose, curricula, and social life for Agnes Scott College. Women here take personal responsibility for their own integrity and behavior. The Honor System, rarely found on campuses today, is governed by students, and each student is expected to uphold the high standards of that system. The Honor System offers students the privilege of enjoying unlocked residence hall rooms and unproctored exams.

OUR SECOND CENTURY

In 1989, Agnes Scott College was 100 years old! As we enter our second century, the academic programs have been revitalized. This will enable Agnes Scott graduates to be effective leaders in tomorrow's world. Our commitment to scholarship shows in Agnes Scott's high academic standards. Our sense of the future involves global perspectives and ethical uses of technology.

At Agnes Scott, traditions lay the groundwork for the future. Respect for the past and excitement about the future are as apparent in our physical improvements as in the redesigned curricula. Since 1985 many campus facilities have been refurbished. Historic buildings have been restored to their original grace and have been authentically furnished. The bell tower of Main has a new brass bell which calls us to convocation and other special events. Our gazebo and horse-and-carriage gate, two cherished Agnes Scott symbols that have been part of our campus for most of our history, have both been carefully restored. Our old gymnasium and infirmary buildings have been renovated and are now the Wallace M. Alston Campus Center. This center houses a student activity room, game room, racquetball courts, lockers, dance studio, campus offices, faculty club, snack bar, TV lounge, counselor's office, chapel and chaplain's office.



President Ruth Schmidt with students

INTRODUCTION

In 1988 the Robert W. Woodruff Physical Education Center opened. The facility is part of a more than \$4 million pledge to athletics and physical education that has provided a swimming and diving pool, regulation basketball and racquetball courts, weight room, training room, and a new track and field designed with state-of-the-art field technology. The new facilities would be impressive on any campus. Because Agnes Scott's athletic emphasis is on recreation and personal development, our facilities are available to all students for individual training as well as for intramural and intercollegiate athletics.

Our commitment to innovative hands-on experience is evident in such programs as internship study and the Global

Awareness Program. It is evident in campus facilities such as our Computing Center. The Agnes Scott experience helps students become at home in the world. Through the Global Awareness Program you will have the opportunity to live and study in such places as: England, France, Taiwan, Germany, Greece, The Galapagos Islands, Hong Kong, Burkina Faso, Spain, India, Ecuador, Peru, and Mexico.

Agnes Scott's heritage is one of providing an education that has real meaning in the lives of our graduates. It is a heritage we honor by improvements and innovations that make our second century at once, a promise made and a promise kept.



ADMISSION

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Agnes Scott College admits students of diverse backgrounds, interests, and talents whose academic and personal qualities promise success. Qualified women of any race, age, creed, national or ethnic origin are encouraged to apply. The College admits qualified handicapped students and makes every effort to meet the needs of such students. Agnes Scott College is authorized under federal law to enroll nonimmigrant foreign nationals.

The Admissions Committee, which includes the dean of the College, the director of Admissions, and three faculty members, considers each student's application and examines evidence of sound academic preparation, ability, motivation, maturity, and integrity. Every completed application receives a thorough review. Agnes Scott admits well-qualified students without regard to financial need. An applicant's financial situation is considered after an admission decision has been made by the

Admissions Committee. Students are admitted on the basis of their academic and personal records and promise, not on family financial circumstances.

Financial Aid

The Financial Aid program at Agnes Scott is designed to make an Agnes Scott education affordable to every student who is admitted. The financial need of a student accepted for admission is evaluated by the Financial Aid Office. A financial aid plan is developed which meets 100 percent of the student's demonstrated need. The plan consists of grant, loan, and work components. For more information please see SCHOLARSHIPS AND FINANCIAL AID.

During the academic year 1989-90, grant, loan, and work funds were used by approximately 75 percent of the student body to meet their educational expenses.

The College also offers scholarships based on merit rather than need. Awarded annually, they are renewable and range from \$100 to \$10,000. Academic scholarships usually have early application deadlines, and interested applicants should call the Office of Admissions for details.

GENERAL INFORMATION

The Application

Applications for admission are distributed by the Office of Admissions. Students may also use the Common Application, which is a form shared by a national group of selective private colleges. The Common Application may be obtained in high school guidance offices.

The application for admission should be mailed, together with a \$25 nonrefundable application fee, to: Office of Admissions, Agnes Scott College, Decatur, Georgia 30030. The fee



may be submitted in the form of a check or money order to Agnes Scott College. The Office of Admissions considers requests for fee waivers on an individual basis.

Entrance Requirements

A student's record of achievement in secondary school is the most reliable indicator of college success. Successful candidates for admission usually graduate in the top 30 percent of their high school class and present a minimum of four academic units each year. Courses include four years of English, two years of one foreign language, three years of mathematics (algebra I and II, geometry), one or more years of laboratory science (biology, chemistry, physics), and one or more years of social studies. Students may be accepted for admission without the recommended number of courses in a particular field.

Entrance Examinations

Applicants must present results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). These examinations should be taken in the spring of the junior year or by December of the senior year. The Admissions Committee considers the highest scores presented by an applicant.

The committee recommends that applicants submitting the SAT also present results from three College Entrance Examination Board (CEEB) Achievement Tests, including English composition (with or without essay), and mathematics level I. A student who wishes to be tested in a subject which will not be continued beyond the eleventh grade should take the test in the late spring of the junior year. Achievement test scores will be requested in cases where the Admissions Committee needs additional information. They will also be used for placement and academic counseling.

Information about the SAT, achievement tests, and ACT may be



obtained in high school guidance offices. Students may write for information directly to the College Board Admissions Testing Program, Box 592, Princeton, New Jersey 08541, or to the Test Administration Department, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243.

Advanced Placement Credit

Credit toward the Agnes Scott degree may be given for scores of four or five on the following Advanced Placement Examinations of the CEEB taken in secondary school. Art (history, studio), biology, chemistry, economics, English (language and composition, literature and composition), French (language, literature), German (language), history (American, European), government and politics, Latin (Vergil, Catullus-Horace), mathematics (calculus AB, or a score of 3 on BC), music (theory), physics (B, C mechanics, C electricity-magnetism), Spanish (language, literature).

Credit toward the Agnes Scott degree may be given for scores of five, six, or seven on the higher level examinations of the International Baccalaureate taken in secondary school.

Students who have participated in joint enrollment programs with accredited colleges and universities may receive credit for grades of C or better if the college issues an official transcript and certifies that the course was a regular college course taught at the college by a regular member of the college faculty. Final determination of credit for joint enrollment courses will be made by the dean or associate dean of the College.

All inquiries and materials connected with advanced placement credit should be directed to the associate dean of the College.

Interviews and Overnight Visits

Agnes Scott recommends an on-campus interview for all candidates. The student becomes better acquainted with the College, and a visit is very useful when making the final college choice. An interview is also helpful to the Admissions Committee when evaluating an application. Student-led tours, class visits, and overnight stays in residence halls can be scheduled as part of the visit. To schedule an interview, write or telephone the Office of Admissions at least a week in advance.

Agnes Scott alumnae are available in many areas of the country to talk to prospective students about Agnes Scott. Candidates for admission can find the name and address of the alumnae representative closest to them by contacting the Agnes Scott Office of Admissions. For information call or write:

Director of Admissions
Agnes Scott College
East College Avenue
Decatur, Georgia 30030
(404) 371-6285
In GA 1-800-822-4999
National 1-800-235-6602

Health Record

All applicants who accept the College's offer of admission must submit a com-

plete medical history, including a certificate of examination by their physicians, as well as results of immunizations and chest X-ray. Entrance Health Record Forms are mailed to enrolling students and must be received by the director of the Health Center by August 1.



SECONDARY SCHOOL STUDENTS

Applying as a Senior

Seniors should apply for admission before the priority deadline March 1 of the senior year. Credentials required are: a completed application form, a high school transcript, essay, scores from the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT), and a guidance counselor's recommendation. Agnes Scott admits students according to the following application plans:

(1) First Choice/Early Decision (The applicant agrees to withdraw all other college applications after receiving notice of admission from Agnes Scott.)

Application deadline: November 15

Notification date: December 15

Reply date: January 1

ADMISSION

(2) Scholarship Decision

Application deadline: January 15
Notification date: February 1
Reply date: March 15

(3) Regular Decision

Application deadline: March 1
Notification date: beginning
March 1
Reply date: May 1

Joint Enrollment

Some high school seniors are ready to take college courses before graduation. Under the Joint Enrollment Program, high school seniors (male or female) may take some courses at Agnes Scott. At the end of the year, the student receives both a high school diploma and college credit. These students must be approved for admission by the director of admissions and are admitted to specific courses by the dean or associate dean of the College. A candidate must submit a high school transcript, a record of SAT or ACT scores, and a letter from the high school counselor giving a general recommendation and specific course approval. A limited number of nonrenewable, merit-based scholarships are available to qualified female Joint Enrollment students.

Admission after Junior Year of High School

A student judged to be ready for college after her junior year of high school may be admitted to Agnes Scott College. The student must be mature, academically prepared, and strongly recommended for this program by her school. Most high schools grant a diploma after a student completes first year courses at Agnes Scott. A student considering this possibility should consult her high school guidance office. Successful applicants are classified as first-year students at Agnes Scott and use the normal application procedures and dates.

International Students

International students are encouraged to send their completed forms early in order to avoid postal delays. Foreign nationals whose first language is not English should also submit the results of the Test of English as a Foreign Language (TOEFL). Information may be obtained from the local U.S. Office of Information or by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, New Jersey 08541.

COLLEGE STUDENTS

Transfer Students

Agnes Scott welcomes applications from transfer students, including graduates of two-year colleges. Transfer applicants are admitted on the basis of academic and personal achievement and motivation. In addition to completed application forms, each applicant must submit standardized test score results (SAT or ACT), an official transcript of high school and college work, a copy of her current college catalog, one letter of recommendation from a college professor who taught the applicant an academic subject, and a statement of good standing. Students who are on probation or have been dismissed will not be admitted to Agnes Scott College.

Transfer students are also urged to visit Agnes Scott for an interview in the Office of Admissions.

Transfer students must complete the junior and senior years at Agnes Scott and earn a minimum of 60 semester hours in academic subjects at the College.

Transfer applications are accepted for the fall and spring semesters. Admissions decisions are made and announced as applications are completed and openings remain available.

Transfer credit may be given for courses taken at accredited institutions, provided the student has earned a grade of C or better and the courses fall within the scope of Agnes Scott's cur-



riculum. Students wishing to apply a substantial portion of work earned elsewhere toward their major should check with the Office of the Dean of the College.

Transient Students

Students in good standing at other colleges may enroll as transient students at Agnes Scott for one or more semesters and take one or more courses. A request for admission as a transient student should be filed in writing with the dean of the College and supported by the following items sent at the student's initiative: a transcript of record, including a statement of good standing, and a letter of approval from the student's college dean, indicating approval of the plan and of specific courses to be taken for transfer credit.

SCHOLARSHIPS & FINANCIAL AID

Agnes Scott has a notable merit-based scholarship program that recognizes outstanding ability and achievement. The College's endowment, which ranks eighth in the nation among all colleges and universities in endowment per stu-

dent, provides Agnes Scott with the resources to reward generously students of achievement and promise.

Agnes Scott also makes every effort to meet 100 percent of the demonstrated financial need of all applicants accepted for admission. In 1989-90 more than 75 percent of the student body received aid which included scholarships, grants, loans, and campus jobs in amounts ranging from \$100 to \$12,800. Demonstrated need is determined by the College Scholarship Service upon receipt of a processed Financial Aid Form (FAF).

Students interested in financial assistance at Agnes Scott must apply for all federal and state grants which may be available to them. Students are also encouraged to investigate the possibility of aid through community agencies, local foundations, corporations, unions, and religious and civic groups.

For more information on financing an Agnes Scott education, see *On Financing a College Education*, which is mailed to all prospective students, and is available from the Office of Admissions. Prospective students may also contact their high school counselors, local libraries or the Agnes Scott director of financial aid for further information.

COLLEGE SOURCES

Merit-based scholarships. Agnes Scott offers scholarships based on outstanding ability and promise. Honor Scholarships award from \$5,000 to \$10,000 annually to academically outstanding students. Second Century Awards are made in the amount of \$2,000 to students who show academic and leadership potential. Students must submit all application materials to Agnes Scott by a specified deadline (usually in mid-January), and they must indicate interest in competing for Agnes Scott scholarships on the application for admission. The Office of Admissions can provide further information about either of these programs.

Other merit-based scholarships

ADMISSION

include the Charles A. Dana Scholarships which recognize leadership potential and academic promise. The \$2,000 Nannette Hopkins Scholarships in music are awarded annually to entering students planning to major in music on the basis of musical talent and promise. They are renewable through the senior year. Contact the Office of Admissions for information about auditions. Agnes Scott offers several four-year scholarships annually through the National

Merit Scholarship Corporation. Recipients are selected from finalists who have designated Agnes Scott as their college choice and receive from \$500 to \$2,000 a year. The Huguenot Society of America awards the Marie L. Rose Scholarship of \$1,000 to a rising sophomore, junior, or senior who presents proof of eligibility as a Huguenot descendant. The Financial Aid Office has these applications, which must be completed and returned no later than April 15.



Need-based financial aid awards. An Agnes Scott financial aid award usually combines one or more grants, a Stafford Student Loan, and the offer of campus employment. Students may choose to decline the loan or the employment portions of their package. Grants and loans are applied toward student accounts. Students pay no interest on their loans while attending Agnes Scott, and repayment begins after withdrawal or graduation. Students are paid for campus employment by a biweekly payroll check.

Financial aid awards are made for one year, and are renewable on evidence of continued financial need as indicated by the results of a completed FAF each year. All students must make satisfactory progress toward the completion of their degree to continue to receive financial assistance. Normally assistance is available only for the equivalent of eight semesters of full-time study.

Students receiving financial aid who withdraw from the College during the refund period will not receive refunds personally. Instead, the refund will go back into the various accounts of the programs from which funds were issued. In cases where students withdraw from the College and have received cash for non-direct educational expenses, repayment of unused funds may be necessary.

Parent Loan Plan. The Agnes Scott Parent Loan Plan is funded by the College for families who wish to make loans ranging from annual amounts of \$1,000 to \$7,500 at a low interest rate. Repayment is made monthly over an extended period. Contact the Agnes Scott College Financial Aid Office for further information.

GOVERNMENT SOURCES

State of Georgia Grants. Qualified Georgia residents are automatically eligible for the Georgia Tuition Equalization Grant (in the amount of \$925 in 1989-

90). To qualify, a student must have been a legal resident of Georgia for the 12 months immediately preceding enrollment at Agnes Scott and must enroll for at least 12 semester hours. The Georgia Tuition Equalization Grant is not based on the financial situation of the student's family. It recognizes the important role private colleges play in reducing the cost to taxpayers for the education of Georgia citizens. Applications, which must be filed yearly, can be obtained from the Agnes Scott Financial Aid Office. Georgia residents who are full-time students and who demonstrate substantial financial need may also qualify for the Student Incentive Grant. These awards range from \$150 to \$450 per year. The student must indicate on the FAF that she wishes for the State of Georgia to receive her information in order to apply for the Student Incentive Grant.

Federal Programs. Two grant programs provide federal grant funds. The Pell Grant program makes need-based awards based on information provided on the Financial Aid Form (FAF). These grants are for a maximum of \$2,300 for 1989-90. Supplemental Educational Opportunity Grants range from \$100 to \$4,000. Completing the FAF is all that is necessary to apply for both of these programs.

Federal College Work Study funds provide a portion of salaries paid to students who are awarded campus jobs as a part of their financial aid package.

The Stafford Student Loan (formerly the Guaranteed Student Loan Program) enables students to borrow directly from banks, credit unions, savings and loan associations and other participating lenders. The low-interest loans are repayable beginning six months after graduation. The usual loan is \$2,500 per year. Any student who has difficulty in locating a Stafford Student Loan lender should contact the Agnes Scott College Financial Aid Office.

ADMISSION

PROCEDURES

Student responsibilities in receiving financial assistance. Students are responsible for knowing and complying with all instructions and regulations of the various student assistance programs. All financial aid programs must be applied for yearly.



Students who are readmitted after an absence from the College must complete appropriate forms necessary for applying for institutional, state, and federal funds. To receive funds from these sources, students must be in good standing and be making satisfactory progress in their course of study. A copy of the College's statement of Financial Aid Satisfactory Progress is available from the Financial Aid Office.

Application procedure. All applicants seeking financial assistance must file a Financial Aid Form (FAF) with the College Scholarship Service (CSS) in

Princeton, New Jersey. High school guidance offices have these forms, which should be filed between January 1 and February 15 for priority consideration. Prospective students should indicate their interest in financial assistance on the Agnes Scott application for admission. There is no additional Agnes Scott financial aid application form.

Enrolled students seeking aid for the next session should obtain a FAF from the Financial Aid Office. Instructions for applying are posted on the official bulletin board at the beginning of January. Transfer applicants may obtain a copy of the FAF from the Office of Admissions. They also should arrange to have a financial aid transcript from all institutions previously attended sent to the Agnes Scott director of financial aid.

Determination of College awards. The amount of financial aid granted to a student is based on need, which is defined as the difference between the cost of

attending Agnes Scott and the family's financial resources. The Financial Aid Office determines from the CSS Financial Aid Form the amount of family resources which should be available to the student for college expenses. Among the factors used in the analysis are: family and student income and assets (including the student's summer earnings), taxes, medical expenses, living expenses and retirement allowances, family size, and number of children in college. The Financial Aid Office requires signed copies of the federal income tax return for both the student and her parents for the calendar year before each academic

ear for which the student requests aid. These should be submitted to the Financial Aid Office when requested. Students must also inform the Financial Aid Office of any significant changes in the financial situation of their families which might require an increase or decrease in aid.

Notification. If their financial aid files are complete, new students receive notice of their financial aid awards shortly after they have been accepted or admitted.

Confidentiality of awards. Since the amount of an award reflects a family's financial circumstances, college personnel consider the award a private matter among the student, her parents, and the Financial Aid Office. In accordance with the legislation titled "The Family

Educational Rights and Privacy Act of 1974," Agnes Scott will not release this information to others without the student's written consent.

INTERNATIONAL STUDENTS

A limited amount of financial aid based on need is available for international students. International students may obtain both the CSS Declaration and Certification of Finances and the Financial Aid Application for Students in Foreign Countries from the Office of Admissions. International students must be able to provide their own transportation, vacation and summer expenses, and health insurance. March 1 is the deadline for receipt of all admissions and financial aid documents from international students interested in aid.



OUTSIDE THE CLASSROOM

O RIENTATION

At Agnes Scott College, the entire community works together to help incoming students successfully begin their College careers. The orientation process begins before a new student arrives on campus and continues throughout her first year. Structured programs include faculty advising, course selection, and placement tests, as well as formal introductions to campus student organizations.

New students also get to know Agnes Scott through personal, less formal programs. For example, each incoming student is assigned an upper class student as a "big sister." This big sister contacts the new student during the summer before her first semester and continues the special relationship through that student's first year at Agnes Scott. We also encourage social involvement through activities such as

weekend events in the Atlanta area, on-campus parties with students from other colleges, and Agnes Scott student participation in events on other Atlanta campuses.

International students, minority students, transfer students, and Return to College students are offered additional orientation programs tailored to their needs. All students are welcomed and encouraged to become vital members of the campus community.

LIVING ARRANGEMENTS

Our residence halls are almost entirely self-governing. A senior resident or resident assistant is assigned to each hall as needed. These residential staff members are supervised by the associate dean of students. The Student Handbook, given to each student on arrival, explains all campus regulations.

All of our rooms cost the same. Except for Return to College students, all full-time students must live in a College residence hall or with parents or other relatives. Any student who wishes to change her residency status must have the permission of the dean of students.

STUDENT ACTIVITIES

The majority of student activities are held in the newly renovated Wallace McPherson Alston Campus Center. This two-building facility was designed to meet a variety of needs. The Scott Building has student lounges, a snack bar, three racquetball courts, a studio dance area and the chapel. The Walters Building houses student government offices and a faculty lounge. The director and assistant director of student activities plan social, cultural, intellectual and recreational activities for students.



STUDENT GOVERNMENT

Agnes Scott is a community of ideal size that values open communication among faculty, students, and administrators. The Student Government Association acts as a formal liaison between the students and the administration. Through this association, students are, to a large extent, self-governing as they assume responsibility for many policies and regulations. The Student Handbook includes more information about student government.



HEALTH SERVICES

Student Health Services are provided on campus under the direction of a nationally certified nurse practitioner working with physician consultants in internal medicine, gynecology, and psychiatry. Services include evaluation and treatment of minor health problems, health education, and counseling. Professional staff members can refer students with specific health problems to the medical director or to other specialists for evaluation and treatment. The student health program stresses prevention of illness, promotes self-care, and encourages positive health practices.

Off-campus psychiatric counseling services are available upon request.

Special health education and screening programs are offered throughout the year. Reference materials on health topics are located in the Student Health Center. Resident students are eligible for all services provided by the Student Health Center. The residence fee entitles the boarding student to an evaluation and treatment of selected health problems by the nurse practitioner or referral to the appropriate medical resource. Faculty, staff, and non-resident students may receive first aid for minor injuries, limited health screening, health information and referral upon request, but are not eligible for other services from the Health Center. Students with serious illness or accident victims will be referred to local hospitals. The College reserves the right, if parents or guardians cannot be reached, to make decisions concerning emergency health problems for any student who is a minor.

COUNSELING

Confidential counseling services are offered to all Agnes Scott students by the College counselor and the College chaplain. In general, therapy sessions are for 50 minutes and are limited to short-term treatment of one semester or the equivalent in weeks. Psychiatric or long-term therapy is available off campus by referral and includes a free evaluation. Group counseling is provided for students with special concerns such as a Return to College student support group or a group for children of divorced parents.

Individual personal counseling issues include family problems, homesickness, conflicts in relationships, decision-making, grief, anxiety, depression, stress reduction, study skills, time management, listening skills, and math anxiety. In addition, workshops can be arranged for groups interested in any of



the above topics. Students are encouraged to take advantage of the opportunity to explore their personal growth through counseling.

COLLEGE CHAPLAIN

The College chaplain provides regular opportunities for worship on campus and serves as consultant for the student Christian Association, which develops campus-wide activities for spiritual growth. In addition, the chaplain is available for pastoral care and counseling services. The chaplain seeks to make the insights of the Christian faith available to students while respecting each student's personality and religious traditions.

CAREER PLANNING AND PLACEMENT

The Career Planning and Placement Office helps students make well-informed decisions about career and lifestyle options. Our counselors encourage students to appreciate career development as a lifelong process that only begins at Agnes Scott.

The office provides individual counseling; self-assessment aids (including SIGI Plus, a computerized career development program, the Strong Campbell Interest Inventory, and the Myers-Briggs Type Inventory); an extensive career library; seminars about specific careers and career-related issues; and job search workshops on topics such as skills assessment, resume writing, and interviewing techniques.

The Shadow, Extern, and Intern Programs provide students with access to advisors and role models in different career fields. Through the Shadow Program, students spend an afternoon or an entire day talking with and observing local sponsors in careers of interest to the students. The Extern Program enables students to perform some on-the-job activities during an entire work week spent with sponsors and their colleagues. The Intern Program provides summer and semester placement, which gives students on-the-job experience in many fields such as business, social service, journalism, and the arts. Internships may be paid or unpaid and for credit or non-

OUTSIDE THE CLASSROOM

credit. (For more information about credit internships, see "The Academic Program" section of this catalog.)

The office assists students in locating permanent, summer, and part-time work. The career library contains books and magazines related to career choices, company information, as well as part-time and full-time job listings. Mock interviews are conducted to help stu-

dents develop interview skills. A career forum with representatives from a variety of companies and institutions is held biennially. During the spring semester, employers visit the campus and conduct interviews. Some employers also participate in our Resume Recruitment Program by receiving resumes of upcoming graduates.

RETURN TO COLLEGE

Agnes Scott College is committed to assisting women beyond traditional college age to pursue their educational objectives in a program suited to their individual needs. Students in the Return to College Program enroll in regular college courses and meet the same degree requirements as the other undergraduates.

Most women who enroll in Agnes Scott through the Return to College Program plan to earn the bachelor of arts degree. Others pursue programs of study for personal enrichment, to learn more in a particular field, or to prepare for graduate study in fields such as medicine, law, or theology. Each student's program of study is carefully planned and reviewed on an individual basis.

Students in the Return to College Program vary greatly in age, background, marital circumstances, socio-economic status, and in the degree to which they participate in campus life. However, all enter with a strong desire to succeed, in spite of the demands of complex personal lives, and they enrich the College community with their energy, enthusiasm, and personal views.

ADMISSION

The College accepts applications for fall or spring semester. Applicants should submit 1) the Return to College application, including a personal essay and the \$25 application fee; 2) two letters of recommendation; and 3) official transcripts of previous high school and college work, sent directly from the institu-





tions attended. As soon as all of the application materials are received, the Office of Admissions will contact the applicant to arrange a campus interview. The Scholastic Aptitude Test (SAT) is not required for admission; however, students who have taken this test within the last five years are encouraged to submit their scores.

Since students in the program typically have been out of school for several years, the College considers a woman's personal history as well as her academic record to determine her potential for success. Factors such as employment outside the home, community service, self-study, and personal motivation are carefully reviewed in the admission process. Students who are on probation or have been dismissed will not be admitted to Agnes Scott College.

Applications should be filed with the Office of Admissions as early as possible, but no later than one month before the beginning of a semester. Applicants seeking financial aid must apply at least two months in advance of the semester in which they plan to enroll. New Return to College students pay a \$100 enrollment fee by May 1. This fee is non-refundable after May 1.

FINANCIAL AID

Agnes Scott admits well-qualified students without regard to financial need. Financial aid decisions are made after the student has been admitted to the College and has chosen her courses for the term. Assistance is available for full- or part-time study to women who demonstrate financial need and have no bachelor's degree. All financial aid awards for Return to College students consist of grant and loan funds provided chiefly through the Irene K. Woodruff Scholarship Fund. Financial aid recipients must enroll each semester for a minimum of 6 semester-hours of credit.

To apply for financial aid

- 1) Complete the Financial Aid Form (FAF) and mail it to the College Scholarship Service for processing. Processing may take four to six weeks. Do this as soon as the application for admission is filed.
- 2) Send a copy of your most recent federal income tax return to the Agnes Scott Financial Aid office. The FAF is available from the Financial Aid Office.

Health Record

To protect the student in emergencies, the College requires a completed Entrance Health Record to be on file at the Student Health Service before a student attends classes. Health record forms are sent to students after they have accepted the College's offer of admission.

Students with Previous Academic Experience

Students in the Return to College program with credits earned at other institutions will be subject to the same regulations as other transfer students with the exception of the minimum course load.

Evaluation of Transfer Credit

Evaluation of transfer credit will require course descriptions from catalogs from all colleges previously attended to be submitted to the associate dean of the College upon enrollment. Please contact the registrar of your previous college or colleges for assistance in obtaining catalog course descriptions.

Academic credit earned at other institutions which meets College standards is applied toward the Agnes Scott degree upon classification. No more than 64 semester hours (60 plus 4 for physical education) of transfer credit will be counted toward the 124 semester hours required for the Agnes Scott degree. A student must earn a minimum of 60 hours in Agnes Scott academic courses toward the 124 hours required for the Agnes Scott degree.

Time Limits for Completion of the Degree

Time limits for completion of the degree are:

- a) eight years after enrollment if classified as a freshman
- b) six years after enrollment if classified as a sophomore
- c) four years after enrollment if classified as a junior or a senior.

Students with no Academic Experience

Students who enroll with no previous academic experience will be classified as first year students and will have a limit of eight years to complete the degree.

Non-degree Candidates

Students enrolled in the Return to College Program but who do not intend to obtain a degree may earn a maximum of 24 semester hours of credit. Non-degree candidates will not be classified.

The Admissions Committee may make exceptions to any of the above prior to admission. At the request of a student, the Committee on Academic Standards may make exceptions to any of the above after enrollment.

Interviews and Visits

Women considering the Return to College Program are encouraged to visit the campus. Arrangements to attend classes may be made through the Office of Admissions.

Admissions counselors welcome the opportunity to meet with prospective students to answer questions about the program or to discuss transcripts of previous college work.



THE ATHLETIC PROGRAM

Agnes Scott College has a tradition of recognizing that physical activity is an essential component of the total growth and education of women. Physical education is required of all students in the academic program, not only for physical well-being, but to develop lifetime activities for fitness and recreation.

With the completion of the Robert W. Woodruff Physical Activities Building with its basketball courts, 25-meter swimming pool, and Nautilus equipment, the track and field, as well as the dance studio and racquetball courts in the Alston Campus Center, Agnes Scott has made a commitment to provide

quality opportunities for physical activities and athletics equivalent to that of its academic programs. The athletic program consists of intercollegiate athletics, club sports, and intramural sports. Dance is also available through performing groups such as Studio Dance Theatre. With the new facilities, additional programs are being developed in intercollegiate athletics, club sports, and intramurals.

The athletic program is coordinated by the director of athletics. The activities are directed by members of the Department of Physical Education and coaches.



THE ACADEMIC PROGRAM



THE ACADEMIC COMMUNITY

Intellectual independence, academic excellence, and informed choice form the basis of the academic program at Agnes Scott. Each student is responsible for her course of study within the parameters of academic excellence set by the College's Specific, Distributional, and Depth Standards.

Agnes Scott College is a community of individuals. Faculty members are teacher-scholars devoted to the well-being of their students. Freshman counselors, residence hall assistants, and big sisters represent a student body that cares for each of its members. Students should not hesitate to seek advice from any of the members of the Agnes Scott community.

Advising

Upon entering Agnes Scott College, each student is assigned an academic

advisor by the Associate Dean of the College. This advisor is a faculty member who will be able to meet with the student on an individual basis to assist her in making informed choices about her academic career. This person will remain the student's advisor until she selects a major, usually at the end of the sophomore year. The faculty advisor must sign a student's course card, and any forms to add or drop courses. This action signifies that the student has consulted her faculty advisor about her decision; however, the student is responsible for her own choices and her own academic program.

Advising continues during the fall semester under the FOCUS program. FOCUS is a comprehensive program for new students to meet often in a small group with a faculty member, a member of the administrative staff, and two upperclass students. This format provides continued advising and orientation

about academic, social, and student life. Students are encouraged to ask questions and engage in discussion about various aspects of campus life in these groups.

REQUIREMENTS FOR THE DEGREE

Agnes Scott College confers the degree of Bachelor of Arts. To qualify for the degree, each student must complete successfully 124 semester hours of credit, including no more than four semester hours of physical education, with a cumulative quality-point ratio of 2.00 (C average); satisfy the Specific, Distributional, and Depth Standards; and satisfy the Residence Requirement.

Specific and Distributional Standards

The academic program at Agnes Scott encourages informed choice within the parameters of academic excellence. The Specific Standards insure a student's competence in specific skills. The Distributional Standards introduce a student to the ways of thinking and subject matter of broad areas of human inquiry. A student satisfies these standards by completing courses designated to the respective areas.

Specific Standards. Unless exempted, a student must satisfy these standards:

- (1) English composition and reading: two semester courses taken while a student is classified as a freshman
- (2) Foreign language: intermediate level
- (3) Physical education: four semester courses, two of which must be taken while a student is classified as a freshman

Distributional Standards

Unless exempted, a student must satisfy these standards:

- (1) Humanities and fine arts
 - (a) Literature: one semester course in the language of its composition
 - (b) Religious and philosophical thought: one semester course

- (c) Historical studies and classical civilization: one semester course
- (d) Fine arts: one semester course

- (2) Natural science and mathematics
 - (a) Mathematics: one semester course
 - (b) Natural science: one semester course that includes a laboratory section

- (3) Social Sciences: one semester course

Restrictions

There are several restrictions that apply to the Specific and/or Distributional Standards.

- The term one semester course means a course of at least 3 semester hours.
- Credit received in satisfying Specific Standards cannot apply to Distributional Standards.
- Credit received in satisfying Distributional Standards cannot apply to Specific Standards.
- Courses taken to satisfy the Specific and Distributional Standards cannot be taken on a pass/fail basis.
- No more than one Specific or Distributional Standard may be satisfied by transfer credit after a student has been admitted (See Transfer Credit).
- No course may be used by a student to satisfy more than one Distributional Standard.
- No more than one Distributional Standard can be satisfied in one department (except for courses in Creative Writing); cross-listed courses count in the distributional area of the department in which the course is taught.
- Courses in Physical Education beyond the four required represent credit beyond the 124 semester hours required for the degree.

Satisfying the Specific and Distributional Standards by Courses

The following Agnes Scott courses (or their equivalents) satisfy the Specific Standards. Exceptions are considered individually.

THE ACADEMIC PROGRAM

- Two semester courses in English composition and reading, taken while a student is classified as a freshman English 101 and 102, or 103 and 104
- The intermediate level of a foreign language French 201 or 203; German 201; Greek or Latin, two semesters at the 200 level; Spanish 201 or 203
- Four semester courses in physical education, two of which must be taken while a student is classified as a freshman

Any course in the Department of Physical Education, one of which must be in fitness. The fitness courses are: 101, 102, 103, 105, 106, 108.



The following Agnes Scott courses (or their equivalents) satisfy the Distributional Standards. Exceptions are considered individually.

- (1) Humanities and fine arts
 - (a) Literature: one semester course in the language of its composition English: any course under the "Literature" heading of the Department of English except 309 and 323 French: any course above 235 German: 222 or any more advanced literature course

- Greek: any 200- or 300-level course except 360
- Latin: 204 or any course above this level except 360
- Spanish: 223 or any more advanced literature course

- (b) Religious and philosophical thought: one semester course Bible and religion: any course in the department Philosophy: any course in the department
- (c) Historical studies and classical civilization: one semester course History: any course in the department Classical Languages and Literature: any course under the "Classical Courses in English" heading of the department
- (d) Fine arts: one semester course Art: History and Criticism of Art - any course except 200; Studio Art - 161 Creative Writing: English 201, 202, 203 (Theatre 203), 341, 342, 345 (Theatre 345) Music: any course in the department Theatre: any course in the department except 117

- (2) Natural science and mathematics
 - (a) Mathematics: any course in the department except 115 and 150
 - (b) Natural science: one semester course that includes a laboratory section Astronomy: 120 or any course (with a laboratory section) for which the student qualifies Biology: 100 or any course (with a laboratory section) for which the student qualifies Chemistry: 101 and 101L or any course (with a laboratory section) for which the student qualifies Physics: 110 or any course (with a laboratory section) for which the student qualifies
- (3) Social sciences: one semester course

Anthropology: 101 or any course for which the student qualifies
Economics: 104, 105 or any course for which the student qualifies except 110 and 311
Political Science: any course in the department except 301, 302 or 303
Psychology: 121 or any course for which the student qualifies
Sociology: 101 or any course for which the student qualifies

Courses taken under The University Center Cross Registration Program may be used to satisfy one Specific or Distributional Standard (See Transfer Credit). The student must have the approval of the Agnes Scott department concerned and the dean or associate dean of the College.

Satisfying the Specific and Distributional Standards by Exemption
A student exempted from a Standard does not always receive credit toward her degree. However, the basis for the exemption may also be the basis for credit. (See "Advanced Placement Credit" under the ADMISSIONS AND FINANCIAL AID section of this catalog.) Inquiries about exemption should be made to the dean or associate dean of the College.

Depth Standards
The Depth Standards develop a student's command of a particular subject matter by her completion of a major. Besides departmental majors, Agnes Scott offers interdisciplinary majors and student-designed majors. A major is:

(a) a **minimum** of 30 semester hours within one discipline, exclusive of required courses outside the discipline and exclusive of internships. In interdisciplinary programs, the minimum hours are specified in the programs' descriptions. A course may be counted toward the minimum hours

required for a major in only one major.

(b) a **maximum** of 48 semester hours within one discipline, exclusive of required courses outside the discipline but inclusive of internships. In interdisciplinary programs, the maximum hours are specified in the programs' descriptions. Any hours beyond the maximum must represent work beyond the 124 semester hours required for the degree.

Credit received in satisfying Specific and Distributional Standards may apply to Depth Standards. A student should consult the chair of her major department or program on this matter.

A student usually selects a major during the second semester of her sophomore year. Information on majors is provided under the departmental and program listings of the COURSES OF STUDY section of this catalog. Freshmen and sophomores should review the requirements of majors they are considering in order to determine if any courses must be taken during freshman and sophomore years.

When considering a major, students should talk with the chair of the department or program. They should also seek the advice of other department members and of their faculty advisors.

Minors

A student may elect a minor field of study in addition to her major. The process of declaring a minor is covered by the rules and regulations governing majors (see "Depth Standards").

Information on available minors is provided under the departmental and program listings of the COURSES OF STUDY section of this catalog.

The Residence Requirement

The junior and senior years, or three of the four years including the senior year,

THE ACADEMIC PROGRAM

are to be completed at Agnes Scott. All students must earn a minimum of 60 semester hours in Agnes Scott College academic courses toward the 124 hours required for the degree. Under special circumstances, a student who has completed three years at Agnes Scott, or two years including a year at the upperdivision level, may take her senior year at another institution. A request for exception to the residence requirement must be filed with the dean of the College by the beginning of the spring semester of the preceding session. Permission may then be granted by the Committee on Academic Standards on recommendation of the chair of the major department and the dean of the College.

COURSES, GRADES, EXAMINATIONS, AND HONORS

Courses

The College operates on a variable credit-hour, early-semester calendar. The unit of credit is the semester hour. Courses carry from 1 to 5 semester-hours credit. Usually 1 credit hour is granted for each contact hour. Laboratories are usually 3 contact hours and carry 1 credit hour. Semester courses in physical education are often 2 half-semester credits (each carrying .5 semester-hours credit).

All courses are semester courses, i.e., courses which begin and end within a semester, with final grades at the end of the semester. Credit is given upon successful completion of each semester course.

Course Numbering

Courses are numbered according to level of difficulty as follows:

- 100s – introduce a discipline
- 200s – intermediate, though they may introduce students to an area or aspect of a discipline
- 300s & 400s – advanced Students should consult their instructors

or faculty advisors to determine the appropriate course levels.

Course Loads

The usual course load is 15 semester hours. The minimum course load is 12 semester hours (exclusive of physical education); the maximum is 18 semester hours (exclusive of physical education). Courses taken under cross-registration are included in a student's course load. Exceptions are made by the Committee on Academic Standards. Students seeking exceptions should consult the dean or associate dean of the College.

Unclassified students and students in the Return to College Program are not subject to the minimum course load limitation.

Grades

Grades are officially recorded as follows: A, excellent; B, good; C, average; D, passing; E, conditional failure with the privilege of re-examination; F, failure; I, incomplete; WP, withdrew passing; WF, withdrew failing; MED, medical withdrawal. Grades for courses taken on a pass/fail basis are recorded as P or F (see exception under Pass/Fail option).

Except for courses taken on a pass/fail basis, grades are assigned the following quality points: A = 4 quality points per semester hour, B = 3, C = 2, D = 1, F = 0. Grades of I, P, E, WP, and WF are excluded from the calculation of quality-point ratios. Only grades for courses taken at Agnes Scott are factored into a student's quality-point ratio.

Grade reports are sent to students at the end of each semester.

The Pass/Fail Option

This option was included in the academic program to encourage students to elect courses they otherwise might have not selected. Juniors and seniors may choose a total of 8 semester hours of course work on a pass/fail basis. Forms for this request are in the Registrar's

Office. They must be completed by one week after the day mid-semester grades are due in the Registrar's Office. This deadline will not be extended if the student has not received a grade by this date.

A student may not elect a course on a regular credit basis if she first elected it on a pass/fail basis.

The pass/fail option is not available for courses taken to satisfy Specific and Distributional Standards; courses taken to satisfy Depth Standards, including required courses outside the discipline; certain courses in the teacher education program.

If a student receives a grade of A in a pass/fail course, the grade will be recorded on her transcript and averaged into her quality-point ratio. However, the credits will still be counted toward her total allowed for pass/fail hours.

All grades for internships are recorded on a pass/fail basis. These hours are in addition to the 8 semester hours allowed for pass/fail. Internships are an exception to the policy prohibiting courses taken to satisfy Depth Standards from being pass/fail.

Registering for Courses

All students must register for classes on the dates announced in the College Calendar. There is a \$10 fee for late

registration. No student is allowed to register after the tenth calendar day of the semester. If a student is not properly registered for a course, she will not receive credit for the course.

Adding Courses

No new course may be added after the tenth calendar day of the semester.

Withdrawing from Courses

The last day to withdraw from a course without a grade of WP or WF is one week after mid-semester grades are due in the Registrar's Office. In this case, the course will not be on her record. Students who withdraw from classes after that date will receive a WP or WF grade on their records. No course may be dropped after the last day of classes.

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on her record. Medical withdrawals are authorized by the dean or associate dean of the College only when a medical emergency is described and certified in writing by a licensed physician or psychologist.

Students in Independent Study (490) are covered by the withdrawal procedures of the Independent Study program.



THE ACADEMIC PROGRAM

Auditing Courses

Students may audit courses with written permission from the dean or associate dean of the College and the approval of the instructor. Students are subject to any restrictions or requirements the instructor may wish to impose. Audited courses do not appear on a student's record. The student's academic record and course load are factors considered in granting permission to audit. No student will be given permission to audit after the tenth calendar day of the semester. A student may not take for credit a course she has audited earlier.

Repeating Courses

Students may not repeat Agnes Scott courses for which she has received grades of A, B, C, D, or P. Under unusual circumstances and the following conditions, a student may repeat a course for which she has received a D:

- (1) She must obtain the written approval of the chair of the department involved and the approval to the Committee on Academic Standards for permission to repeat the course.
- (2) If a student withdraws from a repeated course, the original grade will stand in the Quality Point Ratio and on the transcript, and she can not exercise this option again.

The final grade for a repeated course will be substituted in the calculation of the quality-point ratio, even if it is an F, but both grades will appear on the transcript. Repeated courses may not be taken pass/fail.

Class Attendance

The effectiveness of instruction at Agnes Scott is directly related to regular class attendance. While attendance at academic sessions is not mandatory, with the exceptions noted in the following paragraph, the responsibility for work missed is entirely that of the individual student.

Attendance at all academic appointments is required of students on Academic Probation and of freshmen during their first semester. These students are permitted one unexcused absence in each class during the semester.

Absence Committee

Students who are sick, have a death in the family, or have other extenuating circumstances may apply to the Committee on Absences to have assignments such as tests, papers, or presentations accepted later or earlier than was originally assigned. A penalty may be given by the Committee for late work. Students without voluntary class attendance should ask the Committee for excuses from classes they miss. These request forms are in the dean of students' office. Students should consult The Student Handbook for additional information.

Tests

Tests are announced at least a week in advance. Attendance at these tests is mandatory. No student is required to take more than two tests on one day provided she notifies the instructor at the time the third test is announced. If a student, because of unavoidable circumstances, cannot take a test at the appropriate time, permission to take the test at another time may be granted by the Committee on Absences or, in the case of illness, by the dean of students.

Completion of Semester Courses

All work for a semester course, except final examinations and papers in lieu of final examinations, must be completed by noon of the second reading day of the semester. Instructors may require work other than final examinations to be completed earlier.

In certain cases, the dean or associate dean of the College may authorize a grade of Incomplete (I) in consultation with the instructor. A date will be set for

completion of the work. Unless the work is completed by that date, the instructor will turn in a grade based upon the completed work and the course requirements.

Written Work

The grade on any unexcused late written work is automatically reduced by one-third of a letter for each day the paper is late, including Saturday and Sunday. When papers are late because of a prolonged illness, an excuse may be provided by the dean of students.

Final Examinations

Final examinations are given at the end of each semester. Except for a few final exams scheduled in advance (because of the nature of the course or the size of the class), students schedule exams during the College's final examination period.

If a student is unable to complete final examinations during the College's final examination period due to illness or other excused cause, she may take those final examinations at a time specified by the dean or associate dean of the College. A notation of "I" (Incomplete) will appear on the student's record until a permanent grade has been recorded. Incompletes may be granted only by the dean or associate dean of the College.

Re-examinations

Re-examinations given in cases of conditional failure (grades of E) must be taken during the first week of the semester after failure. In this case, the final grade can be no higher than D.

Confidentiality of Student Records

The Family Rights and Privacy Act of 1974 or the Buckley Amendment protects the privacy of educational records, establishes students' rights to inspect and review their records, and provides ways to correct inaccurate and misleading data. Agnes Scott College makes every effort to comply fully with this legislation.

Certain information is considered public and the College releases this information at its discretion. Unless a student files written notification to withhold disclosure, the College will release announcements of graduation honors and awards, and will verify dates of attendance and conferral of degrees. Names, addresses, and other directory information will be released for internal use and in the College directory.

The College releases transcripts of academic records and statements of academic status to third parties only with the student's written authorization. Parents who have filed a written request with the registrar certifying that their daughters are dependents (according to section 152 of the Internal Revenue Code of 1952) also receive this information.

A student or her parent has the right to challenge any content of the student's educational record considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such a challenge may be directed to the registrar of the College and, finally, to the United States Department of Education.

ACADEMIC HONORS

Graduation with Honor

A student is eligible to graduate with Honor if she

- (1) Attains a minimum cumulative quality-point ratio of 3.40 for all work completed at Agnes Scott.
- (2) Attains a minimum cumulative quality-point ratio of 3.40 for the semesters that include her last 60 academic hours completed in residence at Agnes Scott. Quality-point ratios are based on all academic work of a semester.
- (3) Has received neither a final grade below a C nor a WF in an academic course during the period defined in (2) as her last 60 hours.
- (4) Receives the recommendation of her major department. When the student has more than one major, she shall receive the recommendation of either one of her major departments, except that if she has done independent study, she must receive the recommendation of the department in which she has done independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all departments concerned in the major. In the case of a student-designed major, the Committee on Academic Standards will determine the department concerned in the major from which the student must receive recommendations.

Graduation with High Honor

A student is eligible to graduate with High Honor if she

- (1) Attains a minimum cumulative quality-point ratio of 3.70 for all work completed at Agnes Scott.

- (2) Attains a minimum cumulative quality-point ratio of 3.70 for the semesters that include her last 60 academic hours completed in residence at Agnes Scott. Quality-point ratios are based on all academic work of a semester.
- (3) Has received neither a final grade below a C nor a WF in an academic course during the period defined in (2) as her last 60 hours.
- (4) Completes a minimum of 4 credit hours of independent study.
- (5) Receives the recommendation of her major department. When the student has more than one major, she must receive the recommendation of the department in which she has done independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all departments concerned in the major. In the case of a student-designed major, the Committee on Academic Standards will determine the departments concerned in the major from which the student must receive recommendations.

Academic Honors

The Beta of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott in 1926. The chapter holds annual elections according to criteria and procedures prescribed by the United Chapters.

The College recognizes superior academic work in several ways. At the Honors Convocation held each fall, the dean of the College presents the Honor Lists and announces the Stukes

Scholars, three students who rank first academically in the rising sophomore, junior, and senior classes for the preceding session.

Other honors include the Dana Scholarship Program, begun in 1970 with a grant from the Charles A. Dana Foundation. Academic promise, leadership potential, and financial need are criteria for this honor.

The Alpha Delta chapter of Eta Sigma Phi, a national honorary fraternity of Greek and Latin students, was organized at Agnes Scott in 1928. The society encourages classical scholarship and appreciation of ancient learning, both in the Agnes Scott student body and in the local high school. Membership is based on scholarship.

Founded at Muhlenberg College in 1930, Phi Sigma Tau is a member of the Association of College Honor Societies. The Agnes Scott chapter was organized in 1979. The society links philosophy departments in accredited institutions and students interested in philosophy.

Membership is open to qualified students who have taken at least three courses in philosophy.

Honor List and Dean's Honor List

A student is eligible for the Honor List at the end of a semester if she has completed 12 semester hours in academic courses that semester with a semester quality-point ratio of at least 3.3 and no grade below C in an academic course, including courses taken under cross-registration. Cross-registration courses are not calculated in the quality-point ratio.

A student is eligible for the Dean's Honor List at the end of a semester if she has completed 12 semester hours in academic courses that semester with a semester quality-point ratio of at least 3.7 and no grade below C in an academic course, including courses taken under cross-registration. Cross-registration courses are not calculated in the quality-point ratio.



ACADEMIC STANDARDS

C lassification

A classified student is one who has been admitted as a candidate for the Agnes Scott degree. Students are classified as follows:

Freshmen: students who have earned fewer than 24 semester-hours of credit

Sophomores: students who have earned at least 24 semester hours of credit and a cumulative quality-point ratio of at least 1.50

Juniors: students who have earned at least 56 semester hours of credit and a cumulative quality-point ratio of at least 1.75

Seniors: students who have earned at least 88 semester hours of credit and a cumulative quality-point ratio of at least 1.91

Classified students are advised to complete 25 percent of the semester hours required in academic courses for the degree during each academic year. The recommended semester hours for class standing are: sophomore, 30; junior, 60; senior, 90. (These numbers do not include credit for courses in physical education.)

The minimum semester hours for class standing are: sophomore, 24; junior, 56; senior, 88. A student with less than these minimums is usually placed on academic probation. (These numbers do not include credit for courses in physical education.)

Unclassified students are not candidates for the degree. An unclassified student may not be working toward a degree (special student), may be a transient student earning a degree at another institution, or a secondary

school student in a joint-enrollment program.

Unclassified students may earn a maximum of 24 semester-hours credit in academic courses at Agnes Scott. Requests for exception should be directed to the Committee on Academic Standards.

Academic Probation and Academic Warning

Academic probation is imposed by the Committee on Academic Standards at any time as a result of unsatisfactory academic performance. This probation notifies a student that unless her academic performance becomes satisfactory, she may be dismissed.

A student on academic probation is permitted only one unexcused absence in each academic course. Further absences may result in academic dismissal during the semester. Students on academic probation are placed on activity restriction and may not hold any elective or appointive office and may not participate with any performing group or in any organized college activities. Additional restrictions may also be imposed for students on academic probation.

(National Association for Intercollegiate Athletics regulations state that students on academic probation may not participate in intercollegiate sports.)

A full-time, classified student usually is placed on academic probation at the end of a semester if she has grades of E or F in two academic courses; or has achieved fewer than 9 semester-hours credit in academic courses; or has a semester quality-point ratio less than

the minimum for her classification: freshman, 1.50; sophomore, 1.75; junior, 1.91; senior, 2.00.

A full-time, classified student usually is placed on academic probation at the end of a session if she has a cumulative quality-point ratio less than the minimum for her classification or if she has not achieved the minimum semester hours for her classification in the next session: sophomore, 24; junior, 56; senior, 88. (These numbers do not include credit for courses in physical education.)

A part-time, classified student usually is placed on academic probation at the end of a semester if she has grades of E or F in two academic courses; passes fewer than two-thirds of the academic work for which she registered; has a semester quality-point ratio less than the minimum for her classification: freshman, 1.50; sophomore, 1.75; junior, 1.91; senior, 2.00.

An unclassified student usually is placed on academic probation at the end of a semester if she has received grades of E or F in two academic courses. Unclassified students whose academic performance is considered unsatisfactory in other ways may also be placed on academic probation.

The Committee on Academic Standards may waive the guidelines for academic probation if a student has been forced to reduce her academic load because of extenuating circumstances.

A student who usually would be placed on academic probation may instead be placed on academic warning by the Committee on Academic Standards. This is done when the committee decides that mitigating circumstances do not justify academic probation. Academic warning may carry some restrictions. A student on academic warning may be placed on academic probation at any time during a semester. If her academic performance is unsatisfactory, she will be placed on academic probation for the next semester.

Good Standing

A student is in good standing if she is not on academic or disciplinary probation.

Academic Dismissal

Academic dismissal requires the student to separate from the College for academic reasons. The Judicial Review Committee of the College imposes academic dismissal for a specific period on recommendation of the Committee on Academic Standards.

Students given academic dismissal usually are eligible to apply for readmission after one year.

Full-time, classified students are subject to academic dismissal for failure to earn 18 semester hours of credit in academic courses in any academic session, or for failure to achieve appropriate class standing for two consecutive years, or for extremely poor academic performance during the first semester on Academic Probation, or after being on Academic Probation for two consecutive semesters.

Students may be given academic dismissal at any time if the Committee on Academic Standards judges their





academic performance to be unsatisfactory.

Part-time, classified students are subject to academic dismissal after two consecutive semesters of academic probation.

Unclassified students may continue their work at the College as determined by the dean or associate dean of the College, subject to confirmation by the Committee on Academic Standards.

The Committee on Academic Standards may waive the guidelines for academic dismissal if a student has been forced to reduce her load because of extenuating circumstances.

Disciplinary Probation, Suspension and Dismissal

For violation(s) of social regulations or policies, Honor Court may recommend to the Judicial Review Committee that a student be placed on disciplinary probation or be suspended or dismissed. Suspension is made with a stipulated time of return when the student is automatically reinstated in good standing if she so desires. A student who is dismissed must apply for readmission. The Judicial Review Committee may specify a length of time that a student must wait before she may apply for readmission.

Administrative Dismissal

A student whose conduct indicates that she is not in sympathy with the ideals and standards of the College or who is

not mature enough for its programs may be asked to withdraw. In such cases the judgment of the president, dean of the College and dean of students is sufficient, and it is not necessary that specific reasons be given.

The College maintains the right to enter a student's room for the purpose of maintenance, fire, safety, and upholding College regulations and policies.

Judicial Review Committee of the College

The Judicial Review Committee of the College is given the responsibility of:

- (1) Reviewing and acting on recommendations of Representative Council, which affect the powers and philosophy of student government, or which pertain to major regulations concerning student welfare;
- (2) Acting upon recommendations of Academic Standards Committee that a student who has not met the academic standards of the College be dismissed;
- (3) Acting upon the recommendation of Honor Court that a student be placed on disciplinary probation or be suspended or dismissed;
- (4) Requiring the withdrawal of any student whose presence is thought to be injurious to the interests of the College community; or imposing the penalty of administrative probation in situations involving a student's failure to meet the standards or expectations of the College community;
- (5) Assuming original jurisdiction in a student-initiated disciplinary action in which the committee feels that justice has not been served.

Members of the Judicial Review Committee

The President of the College (Chair)
The Dean of the College
The Dean of Students
The Registrar
Four members of the faculty
President of the SGA
President of the Honor Court
President of the Interdormitory Council

Transfer Credit

Transfer credit is given for grades of C or better in courses taken at accredited colleges and universities if approved by the dean or associate dean of the College. No credit is given for courses with pass/fail or satisfactory/ unsatisfactory grades.

Once a student has been admitted to Agnes Scott College, she may satisfy only one Specific or Distributional Standard at another institution. This applies to students on leave of absence, students who have withdrawn and been readmitted, cross-registration students, and students attending summer school.

A student may also transfer, after admission, a maximum of 20 semester hours of credit to Agnes Scott from another institution, including work taken in summer school, while on leave of absence, or after the student has withdrawn and before readmission to the College. Only 10 of these 20 hours may be taken while on leave or leaves of absence. These hourly restrictions do not apply to students on approved Junior Year Abroad, Washington Semester, cross-registration, or exchange programs. Grades for credit earned at another institution are not factored into a student's quality-point ratio.

A student must earn a minimum of 60 hours in Agnes Scott College academic courses toward the 124 hours required for the Agnes Scott degree. Academic courses do not include

courses in physical education. Grades for transfer credit are not factored into a student's quality-point ratio.

Exceptions to the above policies may be made by the Committee on Academic Standards.

Evaluation of Transfer Credit

Evaluation of transfer credit will require a course description from catalogs from all colleges previously attended to be submitted to the associate dean of the College. Please contact the registrar of your previous college or colleges for assistance in obtaining catalog course descriptions.

Summer School

Credit for approved summer courses at accredited colleges and universities may be applicable to the requirements for the Agnes Scott degree. No credit is given for a summer school course if the grade is less than C. Credit for summer school courses is not factored into a student's quality-point ratio.

Students planning to take summer school courses should consult the dean or associate dean of the College before enrolling in summer school. All courses require approval by the dean or associate dean of the College, in consultation with the appropriate academic department. Only one Specific or Distributional Standard may be satisfied by work in summer school. Courses to satisfy Depth Standards must also be approved by the chair of the student's major department. Usually no more than two semester courses of summer school work may apply to the requirements for a major.

A maximum of 12 semester hours will be approved per summer, and no more than 20 semester hours of summer school work will be credited toward the 124 semester hours required for the Agnes Scott degree (See Transfer Credit). The Committee on Academic Standards may make exceptions. Hours

ACADEMIC STANDARDS

in Agnes Scott Summer Programs are not included in these limits.

Leave of Absence

The purpose of a leave of absence is to allow a student a break in her studies without having to withdraw from the College and apply for readmission.

A request for a leave of absence should be submitted to the associate dean of the College for approval by the Committee on Academic Standards by the end of the course selection period prior to the semester or semesters requested. Except under the most unusual circumstances, no requests for a leave of absence during that semester will be considered after classes have begun. A leave of absence may be for one or two semesters, with a maximum of two semesters during her college career. A student may request the associate dean of the College to extend her leave of absence from one semester to two semesters. The Committee on Academic Standards must approve the extension.

A student granted a leave of absence need not apply for readmission. Within a reasonable time, she should notify the associate dean of the College

of her intent to return as a student. A student who does not return within the time specified for her leave will be considered to have withdrawn. She must apply for readmission before she can return.

A leave of absence may not be used to attend classes full-time at another institution. If, for good reason, a student on leave wishes to take some coursework at another college or university, she should first consult with the associate dean of the College who will serve as her academic advisor for the duration of the leave. Except under very special circumstances, strict limitations apply as to the amount of academic credit that may be earned during a leave of absence: six hours during a one-semester leave and ten hours during a one-year leave. If academic credit is attempted, a student must submit an official transcript to the College prior to her return. If a student is not in good standing at another institution, it will be necessary for her to apply for readmission before she can return to Agnes Scott College.

Exceptions to the above policies may be made by the Committee on Academic Standards.

A student whose leave of absence is approved must pay a non-refundable \$250 continuation fee for the leave period. (Return to College students pay a \$100 continuation fee.) When she returns to Agnes Scott College, the fee will be applied toward her expenses.

Withdrawing from the College

A student who wishes to withdraw from the College must obtain a withdrawal card from the dean or associate dean of the College, or the dean of students. Withdrawal is not official until a withdrawal card has been signed by one of the deans. Withdrawal cards will not be signed while academic or disciplinary actions involving the student are in process. A student may not withdraw



after the last day of classes.

Grades for students whose withdrawal cards are signed will be determined on the basis described in sections "Grades" and "Completion of Semester Courses" in this catalog.

For the financial aspects of withdrawal from the College, see TUITION AND FEES in this catalog.

Readmission

Students who have withdrawn or been dismissed from Agnes Scott and wish to return must submit an application form with the \$25 nonrefundable application fee. The application is available from

the Admissions Office. Students must also send transcripts of college work taken since leaving Agnes Scott, and the recommendation of a professor under whom she did this recent work. The Admissions Committee reviews these applications as part of its normal admission decisions.

Students who have not pursued additional study may complete a short application form, also available from the Admissions Office, which is reviewed by the dean of the College and the dean of students. In such cases, the College reserves the right to require an official application for admission.

SPECIAL CURRICULAR OPPORTUNITIES

A cceleration

A student may complete the requirements for the degree in fewer than eight semesters. She may accelerate her progress by:

- entering with credit from Advanced Placement examinations of the College Entrance Examination Board, Higher Level examinations of the International Baccalaureate, or joint-enrollment programs;
- carrying a heavier course load; or by
- attending summer sessions at other institutions or an Agnes Scott summer program.

A student planning to accelerate should consult the chair of her major department. Permission to accelerate must be obtained from the dean or associate dean of the College.

Writing Workshop

At the Writing Workshop (located in Buttrick Hall 306), trained student tutors and the workshop director, a faculty member, assist students working on papers or other writing assignments for courses. In a tutorial session, the student is encouraged to develop her own ideas and to evaluate how well her writing communicates those ideas. Students may come to the Writing Workshop at any stage of the writing process, from planning and drafting the work to revising and polishing the final version. Tutoring is available daily during the week and is free of charge. The workshop is equipped with word processors for students to use in conjunction with a tutoring session or on their own.

Cross-Registration

Cross-registration at member institutions of The University Center in Georgia allows students to take courses not available at Agnes Scott. Students from member institutions may also take courses at Agnes Scott.

Grades for courses taken through cross-registration are not factored into a student's quality-point ratio, but grades of A, B, C, or D are accepted for credit hours. Only one Specific or Distributional Standard may be fulfilled by courses taken under cross-registration (See Transfer Credit). Courses taken to satisfy Depth Standards must be approved by the chair of the major department. All courses must be approved by the dean or associate dean of the College.

Students enrolled in cross-registration courses are subject to the regulations of the institution where the course is taken, including deadlines for application, registration, and withdrawing from a course. Students should



apply for approval to the dean or associate dean of the College prior to the end of course selection for the semester prior to which they plan to enroll in cross-registration.

The University Center in Georgia

The member institutions are:

Agnes Scott College
Atlanta College of Art
Atlanta University Center
Clark Atlanta University
Interdenominational Theological Center
Morehouse College
Morehouse School of Medicine
Morris Brown College
Spelman College
Columbia Theological Seminary
Emory University
Georgia Institute of Technology
Georgia State University
Kennesaw State College
Mercer University Atlanta
Oglethorpe University
Southern College of Technology
University of Georgia

Students considering cross-registration should first read the cross-registration guidelines (available in the Office of the Dean of the College) and then consult the associate dean of the College.

The Renaissance Scholars Program of the University Center in Georgia

The Renaissance Scholars Program is for superior undergraduate students who have a traditional major and wish to incorporate a substantial amount of work in another discipline distinct from their major. She will spend at least one semester in residence at another University Center Campus under the guidance of a Host Campus Tutor. Students are admitted in the sophomore year to the program by the recommendation of the College and approval by the Renaissance Scholars Program Steering Com-

mittee and the Advisory Board.

Students interested in this program should contact the associate dean of the College during her freshman year.

Agnes Scott Summer Programs

Agnes Scott offers several summer study programs, both abroad and in the United States. These programs are usually offered alternate years. Descriptions of these programs are included among departmental offerings and the Global Awareness section.

Dual-Degree Programs with Georgia Institute of Technology

A student may combine three years of liberal arts studies at Agnes Scott with two years of specialized work at Georgia Institute of Technology. On completion of this five-year liberal arts/professional program, the student will receive the bachelor of arts degree from Agnes Scott and a bachelor's degree from Georgia Institute of Technology. With advanced planning, a few outstanding students will be able to complete a master's degree at Georgia Institute of Technology with a minimum of additional time.

Students interested in the 3-2 programs should consult the Agnes Scott dual-degree coordinator as early as possible, preferably in the freshman year. The student must select a major and plan a program which will satisfy all Specific and Distributional Standards for the Agnes Scott degree by the end of the junior year; and, if the student should elect to remain at Agnes Scott for the senior year, all requirements for an Agnes Scott departmental major.

Admission to the program at Georgia Institute of Technology is based on completion of the above requirements and on the recommendation of the dual-degree coordinator at Agnes Scott. The degree at Georgia Institute of Technology may be in a variety of engineering fields, information and

SPECIAL CURRICULAR OPPORTUNITIES

computer science, industrial management, management science, or biotechnology.

Dual-Degree Program in Art and Architecture

with Washington University

A student may combine three years of liberal arts studies at Agnes Scott with four years of specialized work in architecture at Washington University (St. Louis). On completion of the three years at Agnes Scott and the first year of architecture, the student receives the bachelor of arts degree from Agnes Scott. She then continues in the graduate program in architecture at Washington University for three years to receive a master's degree in architecture.

The "3 + 4" program is designed for students who wish to obtain their undergraduate education at Agnes Scott and to have an early start on their graduate professional education in architecture. By taking advantage of this cooperative program, the student can complete both degrees in seven years.

Students interested in the "3 + 4" program should consult the chair of the Department of Art as early as possible, preferably in the freshman year.

Admission to the program at Washington University is based on completion of certain requirements and on the recommendation of the dual-degree coordinator for the program.

Exchange Program with Mills College
Agnes Scott College and Mills College, in the San Francisco Bay area (Oakland, California), have an exchange agreement enabling students enrolled at each college to spend a semester or year at the other college.

Participants remain enrolled in their home college and pay all fees to their home college. A student who participates in the exchange may not transfer to the other college. Permission

to participate in this program is given by the Committee on Academic Standards. Classes taken with pass/fail or satisfactory/unsatisfactory grades will not transfer.

Students interested in attending Mills College for a semester or a year should consult the dean or associate dean of the College.

German Exchange Program

Agnes Scott College and Johannes Gutenberg Universitat Mainz at Germersheim have entered into an exchange program whereby students enrolled at each college can spend a semester or a year at the other college.

Participants remain enrolled in their home college and pay all fees (exclusive of travel) to their home college. Permission to participate in this program is given by the Committee on Academic Standards. Classes taken with pass/fail or satisfactory/unsatisfactory grades will not transfer.

Students interested in attending Johannes Gutenberg Universitat Mainz at Germersheim should consult the dean or associate dean of the College.

French Exchange Program

Agnes Scott College and Universite Catholique de L'Ouest in Angers have entered into a program whereby students enrolled in each college can spend a semester or a year at the other college.

Participants remain enrolled in their home college and pay tuition to her home college. Room and board will be paid directly by the student to the host institution. Students must be protected by full medical insurance during her entire stay abroad and she is responsible for her own travel expenses. Permission to participate in this program is given by the Committee on Academic Standards. Classes taken with pass/fail or satisfactory/unsatisfactory grades will not transfer.

Students interested in attending



Universite Catholique de L'Ouest should consult the dean or associate dean of the College.

Independent Study (490)

Independent study gives superior students the opportunity to explore some field of intellectual or artistic interest and to produce a related piece of work. Every student with junior standing and a cumulative quality-point ratio of B (3.0) or better is eligible to apply to the program. Her application must be approved by the appropriate department. The program may begin as early as the spring semester of the student's junior year.

The program may carry 3 or 4 hours credit per semester, with a minimum of 4 and a maximum of 8 hours in total. Independent study completed in one semester must have a minimum of 4 hours. To graduate with high honor, a student must have completed Independent Study (490) for at least 4 semester-hours credit.

Interested students should apply in writing to the appropriate department chair. Students wishing to begin independent study during the fall semester of their senior year must apply two weeks before Course Selection Week in the spring semester of their junior year.

Those wishing to begin their study in the spring semester of their junior year, or who wish to undertake a one-semester study in the spring semester of their senior year, must apply no later than two weeks before the fall semester deadline for course changes.

The chair of the student's major department works with the student to determine whether she has adequate preparation to do independent study and whether it is in her best academic interest. Approval is granted by the entire department. No department is obligated to provide direction for independent study except in the case of students who are proceeding at the rate (3.70) to graduate with high honor. A department should make every possible effort to allow the instructor of the student's choice to direct the independent study. By the beginning of the third week of the student's study, the chair of her major department must report the number of hours and topic of her work to the chair of the Committee on Independent Study.

The program is administered by the Independent Study Committee in consultation with those directing independent study. By the end of the semester (the time of last examination period; in the spring semester it is the

SPECIAL CURRICULAR OPPORTUNITIES



last senior examination period) during which her work is completed, the student must file with the chair of the committee a paper or, in the case of certain creative projects, a written report which explains problems of research and procedure. This will be kept in the College library. Final written work must be typed according to directions distributed by the Independent Study Committee and bound in the regulation folder obtainable at the Campus Shop Bookstore.

Only in cases of extreme hardship or extraordinary circumstances should a student request an extension of time to write or type her paper. Such requests, endorsed by the student's director, should be made in writing to the chair of the Independent Study Committee. A student will receive written acknowledgement that her request has been granted or denied when the committee has acted on the matter. In the unusual event that the committee is not available, the dean of the College may act on the request on behalf of the committee.

Since the program is open to students with differing abilities, a wide range of quality of work is expected. The final grade is based on the sustained

quality of work throughout the study period and on the merit of the work. Independent Study should be the climax of the student's own intellectual or artistic development.

Non-Completion of the Program

Independent Study requires a serious commitment by both the student and her instructor. Withdrawal from the Independent Study program is therefore an unusual step, and the usual procedures for withdrawal from courses do not apply. They are replaced by the following.

In a one-semester program, a student may withdraw from the program during the first ten calendar days of the semester; in this case, independent study will not appear on her record. At no time may the student withdraw from the program by exercising the WP/WF option.

In a two-semester program, a student may withdraw from the program during her first semester of the program up to one week after mid-semester grades are due in the Registrar's office for that semester; in this case, independent study will not appear on her record. At no time may the student withdraw from the program by exercising the WP/WF option.

In special circumstances, independent study may be converted to Special Study (410). This is permitted only when, on the basis of the quality of nature of the student's work, the director determines that it is in the student's best academic interest to terminate the independent study project. The director must initiate the request for conversion and the department must approve it. It must then be approved by the Independent Study Committee.

In a one-semester program, the request must be made prior to one week after mid-semester grades are due in the Registrar's Office for that semester. If

the conversion is approved, the student will not be permitted to withdraw from the special study.

In a two-semester program, the independent study may be converted to Special Study (410) for the first semester only. The request must be made during her first semester or no later than the tenth calendar day of her second semester of independent study. If the conversion is approved, the student will not be permitted to withdraw from the special study. If a student receives a failing grade at the end of a two-semester independent study, the work of the first semester will automatically convert to special study, and the student will receive a grade commensurate with the quality of her work during the first semester.

Internships (450)

The College recognizes that learning through internships can be a valuable adjunct to classroom learning. The College endeavors to make possible worthwhile experiences for students whose academic programs would benefit from such opportunities.

Internships worthy of academic credit are those that bear a close relationship to the student's principal academic interests. Primarily, they give the student a better understanding of the materials, methods, and skills of her principal academic interests. These internships should give the student access to material and information not readily available in the classroom and offer her the chance to apply appropriate research methods and analysis to these materials.

Internships for which academic credit is inappropriate are those that have little relationship to the College curriculum. These may provide secondary benefits, such as personal development, professional experience, service to the community, or acquisition of purely practical information. The College



facilitates participation in these internships through the Office of Career Planning and Placement.

A student interested in an internship for credit should obtain an application form at the Registrar's Office. She should then consult with the chair of her major department. The completed application should be submitted for review to the associate dean of the College. The deadline for applications is two weeks before the last class day of the semester prior to the internship experience.

No more than 10 semester hours of credit for internships may be applied to the 124 semester hours required for the degree. No credit from internships may be used to satisfy the minimum 30 semester hours required for a major.

Grades for internships are either "pass" or "fail" and are an exception to the policy that courses satisfying Depth Standards not be pass/fail. A student who has 8 semester hours of pass/fail work outside her major may also have a maximum of 10 semester hours of pass/fail work in an internship. (A student may have more than 10 semester hours of internship credit only if those hours are in excess of the 124

SPECIAL CURRICULAR OPPORTUNITIES

required for the degree.)

During the regular academic session, the deadlines for dropping courses apply to dropping internships as well. During the summer, a student may drop an internship without academic penalty within the first month.

Tuition for credit internships during the academic session is included in the regular fees. When the College is not in session, the charge for Agnes Scott credit earned under the supervision of an Agnes Scott faculty member is \$300 per semester hour.

JUNIOR YEAR ABROAD

A qualified student may substitute a year of study abroad in an approved program for the work of her junior year at Agnes Scott. In some cases, one semester of study abroad may be approved. Students should distinguish carefully between a program administered through an accredited American college or university and an independent program. In both types of programs, students pay fees directly to the host institution.

To qualify for Junior Year Abroad, a student must have high academic standing during her first two years at Agnes Scott. She must be recommended

both by her major department and the appropriate language department concerned.

Junior Year Abroad in an Established Program

A student interested in applying for established programs administered through accredited American colleges or universities should consult the associate dean of the College and the chair of her major department in her freshman year. Written requests to take such programs must be filed with the associate dean of the College by March 1 of the sophomore year. Requests must be approved by the Committee on Academic Standards. Credit for grades of C or better is awarded on the basis of a transcript from the host American college or university. Grades are not entered into the student's quality-point ratio.

Junior Year Abroad in an Independent Program

Differences among independent academic programs available to American students abroad require careful planning of the course of study. Students interested in these programs are strongly advised to consult the





chair(s) of the department(s) concerned in her freshman year. Information can be obtained from the student's major department, the foreign language departments, and the associate dean of the College. No later than February 1 of her sophomore year, the student should submit to the associate dean of the College a letter of initial application for Junior Year Abroad with an attached letter of recommendation from the chair of her prospective major department. Other letters of recommendation may be required. The letter of initial application should contain a general outline of the proposed course of study.

The associate dean will send the letter of initial application to the Curriculum Committee. If the Curriculum Committee gives preliminary approval, the student will then be asked to obtain, directly from the foreign university, as much detailed information as possible about her specific course of study (course titles and credits, tutorials, seminars). When the student has assembled this information, she should submit it and her final application to the Curriculum Committee. The committee may invite her and the

department chair(s) concerned to discuss her final application.

Once abroad, the student must inform the chair of the major department or program of her actual course of study. This should be done by telephone or letter within the first week of her term at the foreign university. If the student's course of study is different from what has been approved by the Curriculum Committee, the department chair will advise the student as to the acceptability of her revised program. The department chair should confirm in writing, with a copy to the Curriculum Committee, any instructions or advice given to the student.

When the student returns, credit is awarded by the Curriculum Committee upon the recommendation of the department(s) concerned. Students in independent programs will be expected to bring back tangible evidence of the work done during the year (papers, tests, course notes) since credit will be assessed on the basis of these materials.

ROTC

Agnes Scott students may participate in the Air Force or Navy Reserve Officers Training Corps at Georgia Institute of Technology. A student who completes one of these programs qualifies as a commissioned officer and will be ordered to active duty in the United States Air Force, the United States Navy, or the United States Marine Corps. Courses in ROTC programs are taken under the cross-registration program of the University Center in Georgia.

Special Study (410)

Special study courses (numbered 410) are offered by all academic departments and are open to senior majors (and qualified juniors) to pursue work in areas outside a department's listed courses. Non-majors who demonstrate sufficient preparation in the discipline

SPECIAL CURRICULAR OPPORTUNITIES

may also take 410 courses.

Applications to take special study are available in the Registrar's Office and must be returned there no later than two weeks before the last class day of the semester before the desired 410 course. They will then be taken to the Curriculum Committee for approval. A 410 course carries from 2 to 4 semester-hours credit. Ordinarily, a student will take no more than two semester courses of special study.

The application should include the name of the instructor who will offer the 410, the course title, and a description of the topic to be studied, a statement of the student's preparation for such study, and the basis for the grade. The instructor must endorse the application and so must the chair of the department offering the 410.

If a student requests a 410 in her junior year, the application should also state the appropriateness of the 410 to the student's major program.

If a student wishes to take a 410 outside her major department, her application must describe her preparation in the department offering the 410, as well as the information described above.

Student-Designed Majors

A student may design her own major to combine disciplines differently from the listed interdisciplinary majors. She should consult first the associate dean of the College, who will assign her an advisor and oversee the development of her proposal.

Proposals for student-designed majors usually are submitted to the Curriculum Committee during the spring semester of a student's sophomore year.

Washington Semester

Agnes Scott is a member of the

Washington Semester Program. Students spend either the fall or spring semester at American University in Washington, D.C. There are five offerings in the program: American government, foreign policy, economic policy, justice, and journalism. Each of these programs consists of a seminar, an internship, and a research project. Students may attend during either their junior or senior year. Deadlines for fall and spring semester attendance are early April and early November. Requests must be approved by the Committee on Academic Standards.

A student who participates in the Washington Semester program at American University pays American University tuition to Agnes Scott College during her semester in the program. (Conversely, when in residence at Agnes Scott College, a student pays the Agnes Scott College tuition and fees.) She is responsible for her own room and board while in Washington. Limited scholarship money is available from American University; students are urged to apply early for consideration. Interested students should obtain information and applications from the faculty representative or the Office of the Dean of the College.

CAREER PLANNING AND PLACEMENT

Graduate Degrees in Arts and Sciences

A student interested in graduate study in arts or sciences should consult first with the chair of her major department. Information on the Graduate Record Examination (GRE) may be obtained in the Resource Center in Buttrick Hall.

Medicine

The College encourages students interested in a career in medicine, dentistry, or veterinary medicine to pursue the major of their choice. Medical schools are very much interested in liberal arts graduates who know more about life than just the chemistry and biology that go into it. Agnes Scott students have gone to medical school having majored in classics, art, and other subjects.

The Natural Sciences and Health Professions Coordinating Group, advisory to the dean of the College, counsels students on academic programs, preparation for professional school, and ways to enhance acceptability into medical programs. It also offers advice about alternative careers in the health sciences. The group writes letters of evaluation to each school to which a student applies. Students have the opportunity to meet with faculty and deans of medical colleges as well as medical students who are Agnes Scott alumnae.

The most critical step toward admission, other than grades (quality-point ratio and grades in required science courses), is the Medical College Admission Test (MCAT) or its equivalent (DCAT for dentistry, VCAT



for veterinary medicine). This test should be taken during the spring of the junior year (except for the VCAT) and may be repeated during the fall of senior year to improve performance.

Most medical, dental, and veterinary colleges require a full-year course with laboratory in biology, physics, inorganic (general) chemistry, and organic chemistry. Some schools require slightly less, some more (e.g., calculus). These courses should be in progress or completed by the spring of the junior year. It is nearly impossible to do well on the MCAT if a student has not taken these courses. Other courses may assist a student's performance on the test but are not required for admission. Information about these will be provided during the freshman year.

A student can make many different course choices. If she is not majoring in chemistry or physics, she will most likely defer physics until the junior year.

CAREER PLANNING AND PLACEMENT

(The physics course at Agnes Scott has calculus as a prerequisite.) A student who majors in chemistry or biology should take introductory courses in that department during the freshman year.

One possible program is:

Freshman year: Biology 100, 105

Sophomore year: Chemistry 101,
101L, 102, 102L

Junior year: Chemistry 201, 202,
202L; Physics 110, 111

Another possible program is:

Freshman year: Chemistry 101, 101L,
102, 102L

Sophomore year: Chemistry 201, 202,
202L; Biology 100, 105

Junior year: Physics 110, 111

Those possibilities apply to any major. Some students may take both biology and chemistry during the freshman year if they have good backgrounds in both.

Students are responsible for knowing the admission requirements of the professional schools to which they apply. This information is in Medical School Admission Requirements, on reserve in the Resource Center in Buttrick Hall. A student who plans to

attend a state-supported medical college should apply to one in her home state; out-of-state applicants usually are not accepted. Privately supported institutions typically accept many out-of-state students. States with no dental or veterinary colleges have agreements with other states that have such facilities.

Students interested in medical careers should register with the Office of the Dean of the College when they enter the College.

Law

American law schools require no specific courses or major, but students interested in the legal profession must develop strong analytical and communication skills. Students should take maximum advantage of the richness and variety of a liberal arts curriculum.

Those interested in law school should take the Law School Admissions Test (LSAT) in June of their junior year. The Legal Professions Coordinating Group, advisory to the dean of the College, helps students considering law as a career, prepare for the Law School



Admissions Test, and select appropriate law schools. Students planning to go to law school should register with the Legal Professions Coordinating Group. In addition, programs offered by the Career Planning and Placement Office introduce students to the many facets of legal careers.

Teaching

Agnes Scott has a state-approved program at the elementary and middle school levels and in several secondary fields. A student may also be certified in elementary/general music and/or choral music. A student who completes any of these programs satisfactorily is eligible for initial Georgia certification, generally accepted throughout the United States. In a few cases, certain specific courses are required, and arrangements can usually be made to meet these requirements as a part of the Agnes Scott degree program.

A student in the professional teacher education program can observe and

work in a variety of school settings. Students at all levels may tutor in local schools.

Students interested in teaching should consult the chair of the Department of Education during the freshman year and no later than the spring semester of the sophomore year.

Business

The College has selected from its curriculum a group of courses designed to familiarize students interested in business careers with skills and knowledge to facilitate their entrance into business.

The program does not alter requirements for graduation nor constitute a major. It is designed to bridge an undergraduate liberal arts curriculum and a career in business. Professor Edmund Sheehy is the Advisor for the Preparatory Program in Business and can provide information about the Program's requirements.

TUITION AND FEES

Student fees at Agnes Scott meet less than half of the annual operating costs. The difference between student payments and College operating expenses comes from general endowment income and gifts and grants to the College. Fees for full-time students for the 1990-91 academic year are:

| | |
|----------------------|---------------------|
| Tuition | \$ 10,325.00 |
| Room and board fee | 4,180.00 |
| Student activity fee | 105.00 |
| College events fee | 20.00 |
| TOTAL | \$ 14,630.00 |

Students may pay on two payment plans for 1990-91. In selecting a payment plan, please note the \$10 fee for Plan II. Students will be billed by monthly statement for Plan I. Coupon booklets will be issued for Plan II. A student's account will be credited \$50 for each semester that the account is paid in full by the due date for that semester's tuition. A student's financial aid package will be considered when determining the amounts due on the two payment schedules.

All new students pay a nonrefundable \$25 application fee and a \$250 enrollment fee by May 1. This enrollment fee is nonrefundable after May 1. New students who receive financial assistance from the College are expected to pay the full amount of the deposit by May 1, unless otherwise instructed by the Director of Financial Aid.

Returning full-time students pay a non-refundable \$250 deposit by April 15. This deposit entitles the student to register and to select a residence hall room for the next year.

New Return to College students pay a nonrefundable \$25 application fee and a

\$100 enrollment fee by May 1. This fee is nonrefundable after May 1. New Return to College students who receive financial assistance from the College are expected to pay the full amount of the deposit by May 1, unless otherwise instructed by the Director of Financial Aid.

Returning Return to College students pay a nonrefundable \$100 deposit by April 15. This deposit entitles the student to re-register for the next academic year.

Unclassified and Return to College students who take less than a full academic load (12 semester hours) pay tuition at the rate of \$475 for the first hour, and \$425 for each additional hour. The \$105 student activity fee and the \$20 College events fee not included in these charges. The College events fee is due at the beginning of the first semester of an academic session in which a student is enrolled, regardless of the number of credit hours taken.

Special Fees and Programs

Graduation fee. A nonrefundable graduation fee of \$150 to cover rental of cap, gown, and hood, and the purchase of the diploma is required of all students who expect to graduate. This payment is due by August 1, prior to graduation.

Music fees. The fee for noncredit private lessons in applied music (including practice) is \$375. This fee covers two 30-minute lessons per week for the academic year. The charge for one 30-minute lesson weekly is half the regular fee.

In 1990-91 group instruction in harpsichord and voice will be offered for a fee of \$30 per semester.

Washington Semester. Students who par-

ticipate in the Washington Semester program at American University pay American University tuition to Agnes Scott College for the duration of the program. They are responsible for their own room and board while in Washington.

Junior Year Abroad. Students participating in a junior year abroad program pay fees directly to the host institution.

Global Awareness. For all Global Awareness Programs conducted by the College, there is a charge to include tuition and expenses. These charges are different for each program and are stated in the program announcements.

Terms

A student may not register or attend classes until accounts have been satisfactorily paid in the Accounting Office. All financial obligations to the College must be met before a student can receive a diploma or a transcript of record.

Students who withdraw from the College prior to the first class day will receive a full refund of any tuition, room and board, student activity, and College events fees for that semester. No refund of the \$25 application fee or the \$250 enrollment deposit will be made to students after May 1, or to returning students for the advance deposit after April 15, or for Return to College students for the advance deposit after April 15.

Students who withdraw during the first 21 calendar days of the semester beginning with the first day of classes, receive a refund of 25 percent of the tuition and room and board charges for that semester reduced by 1) any Agnes Scott aid, 2) federal aid from Title IV programs, exclusive of the College Work Study Program and 3) any other fees or charges due the College. The date of withdrawal is the date the Registrar

receives the official withdrawal card. Student activity fees, College events fees and graduation fees will not be refunded.

Students who withdraw after the twenty-first day of the semester, students who are suspended or dismissed for academic or disciplinary reasons, and students who do not officially withdraw receive no refund.

Refunds are processed during the fourth week of the semester and are made payable to the student.

Monthly Statements of Account. Each student will receive a monthly statement of account from the College. Statements include but are not limited to, tuition, room and board charges, health center charges, parking fines and library fines. Statements are due and payable upon receipt, unless otherwise stated for tuition, room and board fees.

Delinquent accounts. It is the College's stated policy to turn over accounts 90 days past due to an outside collection agency and to use the full extent of the law to collect delinquent accounts.

Health Insurance. There is no charge to resident students for routine treatment in the Student Health Center. To help meet additional medical expenses, a 12-month Student Accident and Sickness Insurance Plan is recommended through the student's own insurance carrier. International students must carry this coverage before they may enroll.

Telephone System.

The College provides each dormitory room with a telephone. The Agnes Scott Telecommunications department assigns a long distance access code to each student. Telephone charges are separate from the student account and are billed monthly. Payment can be made by check

TUITION AND FEES

to Agnes Scott College at the Accounting Office located in Buttrick Hall. An outstanding balance on your telephone account is considered an outstanding

financial obligation to Agnes Scott College, and could result in the loss of your long distance access code.

Resident Students

| Plan I | Plan II (\$10 fee) |
|--------------------|---------------------|
| May 1 \$ 250.00 | May 1 \$ 250.00 |
| August 1 7,253.00 | May 1 1,917.00 |
| January 1 7,127.00 | June 1 1,782.00 |
| | July 1 1,782.00 |
| \$ 14,630.00 | August 1 1,782.00 |
| | October 1 1,781.75 |
| | November 1 1,781.75 |
| | December 1 1,781.75 |
| | January 1 1,781.75 |
| | \$ 14,640.00 |

Non-Resident Students

| Plan I | Plan II (\$10 fee) |
|--------------------|---------------------|
| May 1 \$ 250.00 | May 1 \$ 250.00 |
| August 1 5,163.00 | May 1 1,394.50 |
| January 1 5,037.00 | June 1 1,259.50 |
| | July 1 1,259.50 |
| \$ 10,450.00 | August 1 1,259.50 |
| | October 1 1,259.25 |
| | November 1 1,259.25 |
| | December 1 1,259.25 |
| | January 1 1,259.25 |
| | \$ 10,460.00 |

ORGANIZATION OF THE COLLEGE

AGNES SCOTT COLLEGE FACULTY 1988-89

(Date after name indicates year of appointment)

Ann Uhry Abrams (1988)

Ph.D. Emory University; B.A., M.A. Georgia State University
Assistant Professor of Art (part-time)

Christopher Ames (1986)

B.A. University of Texas at Austin; Ph.D. Stanford University
Assistant Professor of English

Andrew Apter (1989)

B.A. Tufts University; M.A., Ph.D. Indiana University
Visiting Assistant Professor of Theatre

Albert Y. Badre (1984)

B.B.A. American University of Beirut; M.A., Ph.D.
University of Iowa
Professor of Economics (part-time)

Bona W. Ball (1967)

B.A. University of Virginia; M.A.T. Duke University; Ph.D.
University of Kentucky (On leave 1990)
Ellen Douglas Leyburn Professor of English

David P. Behan (1974)

B.A. Yale University; Ph.D. Vanderbilt University
Professor of Philosophy

Bernita C. Berry (1989)

B.A. Morris Brown College; M.S.W. Atlanta University;
Ph.D. Kent State University
Assistant Professor of Sociology

Gunther Bicknese (1976)

Dr. Phil. Philipps University, Marburg, West Germany
Professor of German

Doris Black (1988)

B.S. Central State University; M.E. Xavier University
Director of Athletics; Associate Professor of Physical Education

ORGANIZATION OF THE COLLEGE

Elizabeth Leigh Bottomley (1986)
B.S., Ph.D. Florida State University
Assistant Professor of Chemistry

Sandra T. Bowden (1968)
B.S. Georgia Southern College; M.A., Ph.D. University of
North Carolina at Chapel Hill
Professor of Biology

Arthur L. Bowling, Jr. (1977)
B.S. College of William and Mary; M.S., Ph.D. University of Illinois
Associate Professor of Physics and Astronomy

Christabel P. Braunrot (1976)
B.A. McGill University; Ph.D. Yale University
Associate Professor of French

George T. Brown (1988)
B.A. Davidson College; M.A., Ph.D. University of Virginia
Director of Program for Global Awareness;
Assistant Professor of Political Science

Michael J. Brown (1960-62; 1965)
B.A. LaGrange College; M.A., Ph.D. Emory University
Charles A. Dana Professor of History

Revonia R. Bryant (1986)
B.A. Knoxville College; M.A. New York University
Lecturer in Education (part-time)

Ronald L. Byrnside (1975)
B.A. Cincinnati Conservatory of Music; M.A. Yale University;
Ph.D. University of Illinois
Charles A. Dana Professor of Music

Gail Cabisius (1974)
B.A. Smith College; M.P.A. Georgia State University; M.A.,
Ph.D. Bryn Mawr College
Associate Professor of Classical Languages and Literatures

Penelope Campbell (1965)
B.A. Baylor University; M.A., Ph.D. Ohio State University
Charles A. Dana Professor of History

Ayse Ilgaz Carden (1978)
B.A. Agnes Scott College; M.A., Ph.D. Emory University
Professor of Psychology

ORGANIZATION OF THE COLLEGE

John J. Carey (1989)

A.B., Ph.D. Duke University; B.D., S.T.M. Yale University
Wallace M. Alston Professor of Bible and Religion

Huguette D. Chatagnier (1969)

B.A. St. Mary's College; M.A. University of Notre Dame;
Ph.D. Emory University
Associate Professor of French

Augustus B. Cochran, III (1973)

B.A. Davidson College; M.A. Indiana University;
Ph.D. University of North Carolina at Chapel Hill
Associate Professor of Political Science

Eileen L. Cooley (1988)

B.A. Florida State University; M.A., Ph.D. Emory University
Assistant Professor of Psychology

Christine Cozzens (1987)

B.A., M.A. Stanford University; Ph.D. University of California, Berkeley
Assistant Professor of English; Director of the Writing Laboratory

Alice J. Cunningham (1966-67; 1968)

B.A. University of Arkansas; Ph.D. Emory University
William Rand Kenan, Jr. Professor of Chemistry

Rosemary T. Cunningham (1985)

B.A., M.A., Ph.D. Fordham University
Assistant Professor of Economics

Marylin Barfield Darling (1971)

B.S., M.M. Florida State University
Associate Professor of Physical Education

Miriam Koontz Drucker (1955)

B.A. Dickinson College; M.A. Emory University;
Ph.D. George Peabody College for Teachers
Charles A. Dana Professor of Psychology

Rosemary Eberiel (1985)

B.A. University of Wisconsin; Faculte des Lettres, University of Aix-Marseille;
Ph.D. Harvard University
Assistant Professor of French

Margaret Gorley Ehrlich (1989)

B.S. University of Georgia; M.Ed., Ed.S., Ph.D., Georgia State University
Assistant Professor of Mathematics (part-time)

ORGANIZATION OF THE COLLEGE

Lourdes Estévez Nasseri (1988)

B.A. Georgia State University; M.A. University of South Carolina
Instructor in Spanish (part-time)

Jane Anne Ferguson (1988)

B.A. Oklahoma Baptist University; M.A. Northwestern University
Instructor in Theatre (part-time)

Steven Forbes-deSoule (1986)

M. Visual Arts Georgia State University
Instructor in Art (part-time)

Judy Wilson Goddard (1989)

B.S., M.Ed. Georgia State University
Lecturer in Education (part-time)

Isabelle Gournay (1990)

Ancienne élève, Certificat de Muséologie Ecole du Louvre, Paris; M.A., M.Ph.,
Ph.D. Yale University;
Assistant Professor of Art (part-time)

Steven R. Guthrie (1985)

B.A. Antioch College; Ph.D. Brown University
Assistant Professor of English

Suzanne M. Hall (1989)

B.A. Kennesaw State College; M.A., Ph.D. Emory University
Assistant Professor of History

Mary Eloise Herbert (1954)

B.A. Winthrop College; M.A. Duke University
Associate Professor of Spanish

Thomas W. Hogan (1965)

B.A. University of Florida; M.A., Ph.D. University of Arkansas
Associate Professor of Psychology

Edward Lee Hover (1984)

B.A. Hiram College; M.S. Virginia Polytechnic Institute; Ph.D.
University of Michigan
Assistant Professor of Biology

Linda L. Hubert (1968)

B.A. Agnes Scott College; M.A., Ph.D. Emory University
Professor of English

Gué Pardue Hudson (1974)

B.A. Agnes Scott College; M.A.T. Emory University
Dean of Students; Lecturer in Education

Mary Kathryn Owen Jarboe (1974)

B.A. Agnes Scott College

Registrar

Judith Bourgeois Jensen (1977)

B.A. Chestnut Hill College; M.L.S. University of California at Berkeley

Librarian

Calvert Johnson (1986)

B.A. Kalamazoo College; M.M., D.M. Northwestern University

Associate Professor of Music; College Organist

Edward C. Johnson (1965)

B.A. Kentucky Wesleyan College; M.A. University of Missouri;

Ph.D. Georgia State University

Associate Professor of Economics

Laurel Diane Kearns (1987)

B.A. Florida State University; M.A. Emory University

Instructor in Sociology (part-time)

Frances G.R. Kennedy (1989)

B.A., M.S. University of Connecticut; Ph.D. University of Arizona

Instructor in Biology and Coordinator of the Laboratories

Katharine D. Kennedy (1981)

B.A. Duke University; M.A., Ph.D. Stanford University

Associate Professor of History

Leslie J. Kneisel (1990)

B.F.A. University of Georgia; M.F.A. Georgia State University

Lecturer in Art (part-time)

Dolores S. Langston (1990)

B.S. Illinois State University; M.Ed. Georgia State University

Lecturer in Education (part-time)

Robert A. Leslie (1970)

B.S. Davidson College; M.A., Ph.D. University of Georgia

Associate Professor of Mathematics

Myrtle H. Lewin (1983)

B.Sc. Witwatersrand University, Johannesburg, South Africa; M.A.,

Ph.D. University of Wisconsin

Associate Professor of Mathematics; Director of Academic Computer Services

Elizabeth Lide (1989)

B.F.A. University of Georgia; M.F.A. Georgia State University

Instructor in Art (part-time)

ORGANIZATION OF THE COLLEGE

Sally Anne MacEwen (1982)

B.A. Mount Holyoke College; M.A., Ph.D. University of Pennsylvania
Associate Professor of Classical Languages and Literatures

Zacharia Rasello Manare (1990)

B.Sc. Pius XII College, Lesotho; B.A. University of Durham, England;
M.A. Fordham University; Ph.D. University of Rochester
Assistant Professor of Mathematics (part-time)

Kathryn A. Manuel (1958)

B.S. Purdue University; M.A. New York University; P.E.D. Indiana University
Professor of Physical Education

Theodore K. Mathews (1967)

B.A. Brown University; M.A.T. Harvard University;
Ph.D. University of Michigan
Associate Professor of Music

Murray C. McClellan (1988)

B.A. Oberlin College; Ph.D. University of Pennsylvania
Assistant Professor of Classical Languages and Literature (part-time)

Candice J. McCloskey (1987)

B.S. Georgia State University; Ph.D. Georgia Institute of Technology
Assistant Professor of Chemistry

Terry S. McGehee (1976)

B.A. Queens College; M.F.A. Washington University
Associate Professor of Art (On leave 1989-90)

Michael Mears (1987)

B.S., M.S. Mississippi State University; J.D. University of Georgia
Lecturer in Political Science (part-time)

Mollie Merrick (1959)

B.A. Agnes Scott College; M.A. Teachers' College of Columbia University
Associate Dean of Students

Valerie E. Mock (1990)

B.A. University of Chicago; M.B.A. Emory University
Instructor in Economics (part-time)

Tommie Sue Montgomery (1986)

A.B. Wesleyan College; M.A. Vanderbilt University; Ph.D. New York University
Associate Professor of Latin American Studies

Jack L. Nelson (1962)

B.A. University of Kentucky; M.A., Ph.D. Harvard University
Professor of English

Lillian Newman (1948)

B.A. Lincoln Memorial University; B.S.L.S. George Peabody College for Teachers; M.Ln. Emory University
Associate Librarian; Readers' Services Librarian

Rafael Ocasio (1989)

B.A. University of Puerto Rico, Rio Piedras; M.A. Eastern New Mexico University; Ph.D. University of Kentucky
Assistant Professor of Spanish

Ann McKee Parker (1986)

B.A. Marywood College; M.Ed. Georgia State University
Lecturer in Education (part-time)

Richard D. Parry (1967)

B.A. Georgetown University; M.A. Yale University; Ph.D. University of North Carolina at Chapel Hill
Fuller E. Callaway Professor of Philosophy

Bernadette M. Peiffer (1989)

B.A., M.A.T. Duke University; Ed.S. Georgia State University
Lecturer in Education (part-time)

Cynthia L. Peterson (1983)

B.S. James Madison University; M.Ed. Auburn University
Instructor in Physical Education

John F. Pilger (1979)

B.S., Ph.D. University of Southern California
Associate Professor of Biology

Patricia G. Pinka (1969)

B.A. University of Pittsburgh; M.A. San Francisco State College;
Ph.D. University of Pittsburgh
Professor of English

Tina Pippin (1989)

B.A. Mars Hill College; M.Div. Candler School of Theology; Th.M., Ph.D. Southern Baptist Theological Seminary
Assistant Professor of Bible and Religion

Janette B. Pratt (1986)

L.L.B. University of London; L.L.M. New York University
Assistant Professor of Political Science (part-time)

Becky B. Prophet (1982)

B.A. Alfred University; M.A., Ph.D. University of Michigan
Assistant Professor of Theatre

ORGANIZATION OF THE COLLEGE

Rowena Renn (1984)

B.A. Mary Washington College of the University of Virginia; M.A.
Georgia State University
Instructor in Music

Regine P. Reynolds-Cornell (1986)

B.A., M.A., Ph.D. University of Texas at Austin
Adeline Arnold Lordinans Professor of French

Kelly Frick Richards (1990)

B.A. Swarthmore College; M.Ed. Wheelock College
Lecturer in Education (part-time)

Lawrence H. Riddle (1989)

B.S. Carnegie-Mellon University; Mathematical Tripos, Part III,
Cambridge University; M.S., Ph.D. University of Illinois
Assistant Professor of Mathematics

Donna Sadler (1986)

B.A. Boston University; M.A., Ph.D. Indiana University
Assistant Professor of Art

Alberto C. Sadun (1984)

S.B., Ph.D. Massachusetts Institute of Technology
Assistant Professor of Astronomy; Director of the Bradley Observatory

Dudley W. Sanders (1979)

B.A. Kenyon College; M.F.A. Northwestern University
Assistant Professor of Theatre (On leave 1989-90)

Ruth A. Schmidt (1982)

B.A. Augsburg College; M.A. University of Missouri; Ph.D. University of Illinois
President of the College

Catherine V. Scott (1984)

B.A. University of Florida; M.A., Ph.D. Emory University
Assistant Professor of Political Science

Christel T. Scott (1988)

B.A. Georgia State University
Instructor in French (part-time)

Anthony C. Serpico (1989)

B.S. University of Alabama; M.Ed. University of North Carolina at Greensboro
Instructor of Physical Education and Coach in the Athletic Program

Edmund J. Sheehey (1987)

B.A., M.A. Fordham University; Ph.L., M.Div. Woodstock College;
Ph.D. Michigan State University
Hal and Julia T. Smith Chair of Free Enterprise

ORGANIZATION OF THE COLLEGE

Catherine Strateman Sims (1940-60, 1964-65, 1975-76, 1989)

B.A. Barnard College; M.A., Ph.D. Columbia University;

Litt. D. University of St. Andrews, Scotland; L.H.D. Western Maryland College

Interim Dean of the College

Elizabeth Roberts Spencer (1989)

B.A., M.A., Ph.D. Emory University

Assistant Professor of Education

Sarah Steinhardt (1989)

B.M. North Carolina School of the Arts

Instructor in Music (part-time)

Susan L. Stone (1989)

B.A. University of Oklahoma; M.A., Ph.D. University of North Carolina at Chapel Hill

Assistant Professor of English (part-time)

Mildred Thompson (1988)

B.A. Howard University; Reemstma Stipendium, Hamburg Hochschule für Bildende Kunst, Hamburg, W. Germany

Assistant Professor of Art

Peggy Thompson (1985)

B.A., M.A. Arizona State University; M.A. Emory University;

M.A., Ph.D. Indiana University

Assistant Professor of English

John A. Tumblin, Jr. (1961)

B.A. Wake Forest College; M.A., Ph.D. Duke University

Professor of Sociology and Anthropology

T. Leon Venable (1983)

B.S. Davidson College; Ph.D. University of Virginia

Assistant Professor of Chemistry

Daniel F. Waggoner (1987)

B.A., M.A., Ph.D. University of Kentucky

Assistant Professor of Mathematics

Patricia McGuire White (1987)

B.A. Agnes Scott College; M.S. University of Georgia; Ph.D.

Georgia Institute of Technology

Assistant Professor of Biology (part-time)

Ingrid E. Wieshofer (1970)

Teacher's Diploma, Ph.D. University of Vienna

Associate Professor of German

ORGANIZATION OF THE COLLEGE

Harry Wistrand (1974)

B.A. Austin College; M.A. North Texas State University; Ph.D.

Arizona State University

Associate Professor of Biology; Associate Dean of the College

EMERITUS FACULTY

(Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.)

Mary Virginia Allen, Ph.D. (1948-1951; 1954-1979)

Professor of French

Margaret Perry Ammons, B.S., M.A., Ph.D. (1969-1989)

Professor of Education

Anna Josephine Bridgeman, Ph.D. (1949-1974)

Professor of Biology

Jack T. Brooking, M.F.A., Ph.D. (1974-1985)

Professor of Theatre

Frances Clark Calder, Ph.D. (1953-1969; 1974-1986)

Professor of French

William A. Calder, Ph.D. (1947-1971)

Professor of Physics and Astronomy

Kwai Sing Chang, Th.M., Ph.D. (1956-1986)

Professor of Bible and Religion

Lee Biggerstaff Copple, B.A., M.A., Ph.D. (1961-1988)

Professor of Psychology

Mary Walker Fox, B.A. (1937-1944; 1952-1979)

Instructor in Chemistry

Jay Fuller, B.S. (1954-1989)

Associate Professor of Music

Paul Leslie Garber, Ph.D. (1943-1976)

Professor of Bible and Religion

Julia T. Gary, Ph.D. (1957-1984)

Dean of the College, Professor of Chemistry

Leslie Janet Gaylord, M.S. (1921-1968)

Assistant Professor of Mathematics

ORGANIZATION OF THE COLLEGE

John Lewis Gignilliat, B.A., M.A., Ph.D. (1969-1989)
Associate Professor of History

Nancy Pence Groseclose, Ph.D. (1947-1979)
Professor of Biology

Michael McDowell, M.A. (1950-1975)
Professor of Music

Kate McKemie, B.S., M.A., Ed.D. (1956-1988)
Professor of Physical Education

Raymond Jones Martin, M.S.M., S.M.D. (1950-1986)
Professor of Music; College Organist

Geraldine M. Meroney, Ph.D. (1966-1983)
Professor of History

Katharine Tait Omwake, Ph.D. (1928-1929; 1930-1972)
Associate Professor of Psychology

Marie Sophie Huper Pepe, Ph.D. (1951-1986)
Professor of Art

Margaret W. Pepperdene, Ph.D. (1956-1985)
Professor of English

Marvin Banks Perry, Jr., Ph.D., LL.D., Litt.D.,
(1973-1982)
President of the College

Margaret Taylor Phythian, Docteur de l'Universite de Grenoble,
(1916-1919; 1923-1964)
Professor of French

Sara L. Ripy, B.A., M.A., Ph.D. (1958-1989)
Professor of Mathematics

Constance Shaw, B.A., Ph.D. (1966-1988)
Professor of Spanish

Mary Boney Sheats, Ph.D., L.H.D., LL.D. (1949-1983)
Professor of Bible and Religion

Erika Meyer Shiver, Ph.D. (1962-1972)
Professor of German

Chloe Steel, Ph.D. (1955-1976)
Professor of French

ORGANIZATION OF THE COLLEGE

Llewellyn Wilburn, M.A. (1920-1922; 1926-1967)
Associate Professor of Physical Education

Ronald B. Wilde, M.A.T. (1965-1978)
Assistant Professor of Mathematics

Roberta Winter, Ed.D. (1939-1974)
Professor of Speech and Drama

Myrna Goode Young, Ph.D. (1955-1956; 1967-1979)
Professor of Classical Languages and Literatures

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Federal Aviation Administration
Atlanta, Georgia

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| Alex P. Gaines | Atlanta, Georgia |
| Ben S. Gilmer | Atlanta, Georgia |
| J.A. Minter, Jr. | Tyler, Alabama |
| J. Davison Philips | Decatur, Georgia |
| Mary Warren Read | Danville, Kentucky |
| Hansford Sams, Jr. | Decatur, Georgia |
| Hal L. Smith | Atlanta, Georgia |
| Diana Dyer Wilson | Winston-Salem, North Carolina |

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President

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Administrative Assistant to the President
Secretary of the Board of Trustees

Tansill H. Hille, B.A.
Special Assistant to the President

Catherine Strateman Sims, B.A., M.A., Ph.D., Litt.D., L.H.D.
Interim Dean of the College (1989-90)

Sarah R. Blanshei, B.A., M.A., Ph.D.
Dean of the College (beginning July 16, 1990)

Mary K. Owen Jarboe, B.A.
Registrar

Judith B. Jensen, B.A., M.L.S.
Librarian

Marilynn Heyda Mallory, B.A., M.Ed.
Faculty Grants Administrator

Lillian Newman, B.A., B.S.L.S., M.Ln.
Associate Librarian

Harry Wistrand, B.A., M.A., Ph.D.
Associate Dean of the College

Gué Pardue Hudson, B.A., M.A.T.
Dean of Students

Miriam Dunson, B.S., M.A., D. Min.
Chaplain

Karen R. Green, B.A.
Director of Student Activities

Susan D. Little, B.A.
Director of Financial Aid

Mollie Merrick, B.A., M.A.
Associate Dean of Students
Director of Campus Events and Conferences

ORGANIZATION OF THE COLLEGE

Patricia S. Murray, B.S.N., M.N., C.R.N.P.
Director of Student Health Services

Amy K. Schmidt, B.A., M.S.
Director of Career Planning and Placement

Margaret E. Shirley, B.A., M.Ed.
Counselor

Bonnie Brown Johnson, B.A., M.B.A.
Vice President for Development and Public Affairs

Sara R. King, B.A.
Public Information Officer

Gerald O. Whittington, B.A., M.S.M.
Vice President for Business and Finance

Kate B. Goodson
Comptroller

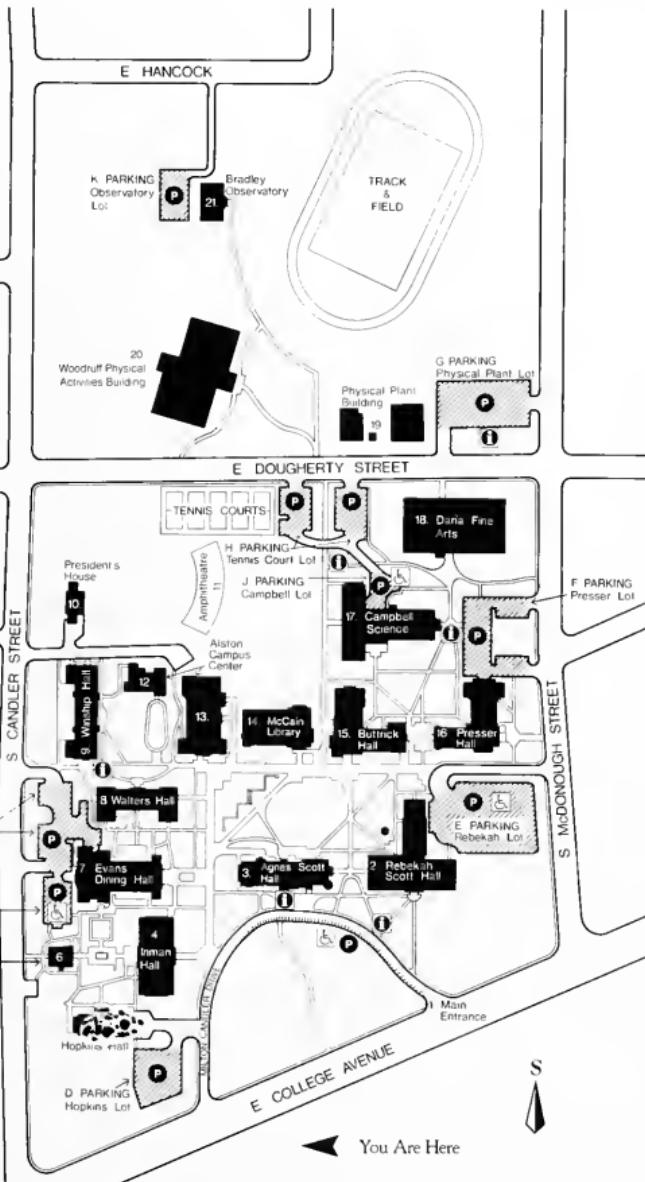
Karen L. Roy, B.A., M.B.A.
Assistant Vice President for Finance

Terry M. Lahti, B.A.
Director of Admissions

MAP LEGEND

1. Main Entrance
2. Rebekah Scott Hall (residence hall, upper floors; Admissions Office, first floor)
3. Agnes Scott Hall (residence hall, upper floors; Dean of Students, Financial Aid, Career Planning, President, first floor)
4. Inman Hall (residence hall)
5. Hopkins Hall (residence hall)
6. Anna Young Alumnae House
7. Letitia Pate Evans Dining Hall
8. Walters Hall (residence hall)
9. Winship Hall (residence hall)
10. The President's Home
11. Amphitheatre
- 12 & 13. Wallace M. Alston Campus Center (comprised of the Frances Winship Walters Infirmary and the former Bucher Scott Gymnasium)
14. McCain Library
15. Buttrick Hall (classroom, faculty and administrative offices)
16. Presser Hall (music)
17. Campbell Science Building
18. Dana Fine Arts Building
19. Physical Plant Building
20. Robert W. Woodruff Physical Activities Building
21. Bradley Observatory

PRIVATE PROPERTY



You Are Here

Street Boundaries

Sidewalks

Buildings

Parking

Directories

Handicap Parking Available

INDEX

| | | | |
|--------------------------------------|--------------------|---|--------|
| Absence Committee | 34 | Campus, about the | 76-77 |
| Academic | | Campus visits | 11 |
| Advising | 28 | Career Planning and Placement | 21, 53 |
| Dismissal | 39 | Chaplain | 21 |
| Honors | 36 | Chemistry courses | A-10 |
| Probation | 38 | Class attendance | 34 |
| Scholarships | 13 | Classical Languages and Literatures courses | A-12 |
| Warning | 38 | Classification | 38 |
| Acceleration | 44 | College Entrance Examination Board (CEEB) | |
| Accreditation | Inside front cover | Achievement Tests | 10 |
| Achievement Tests | 10 | Completion of semester courses | 35 |
| Adding Courses | | Computer facilities | 6 |
| Admission | | Confidentiality of student records | 35 |
| Admission after junior year | 12 | Counseling services | |
| Admission policy | 11 | Career Planning and Placement | 21, 53 |
| Application | 9 | College chaplain | 21 |
| Advanced placement credit | 10 | Financial aid | 13 |
| Deadlines | 11-13 | Health services | 20 |
| Early admission | 11 | Course loads | 32 |
| Entrance examinations | 10 | Course numbering | 32 |
| Entrance requirements | 10 | Cross registration, University Center | 45 |
| Health record | 11 | | |
| International students | 12 | Degree requirements | 29 |
| Interviews | 11 | Depth Standards | 31 |
| Joint enrollment for seniors | 12 | Dismissal | 39 |
| Need-blind admission | 9 | Distributional Standards | 29 |
| Overnight visits | 11 | Dormitories | 6, 19 |
| Return to College Program | 23 | Dropping courses | 33 |
| Transfer students | 12 | Dual degree program with | |
| Transient students | 13 | Georgia Institute of Technology | 45 |
| Advanced placement | 10 | Washington University | 45 |
| Advising | 28 | | |
| Agnes Scott summer programs | 45 | Economics courses | A-15 |
| American College Test (ACT) | 10 | Education courses | A-18 |
| Anthropology courses | A-56 | English courses | A-22 |
| Application for admission | 9 | English Literature-Creative Writing | A-35 |
| Art courses | A-1 | Entrance requirements | 10 |
| Art History-English Literature | A-34 | Exchange programs | 46 |
| Art History-History | A-35 | Extracurricular activities | 5 |
| Athletic program | 27 | Exemption | 10 |
| Astronomy courses | A-48 | | |
| Auditing courses | 34 | Faculty | 61 |
| Bible and Religion courses | A-4 | Fees | 56 |
| Biology courses | A-7 | Final examinations | 35 |
| Biology-Psychology | A-35 | Financial Aid | 3, 9 |
| Board of Trustees | 59 | Return to College Program | 24 |
| Business, preparation for | 55 | Scholarships | 3, 9 |
| Calendar | 80 | French courses | A-26 |
| Campus life | 4-5, 11 | | |
| German courses | A-28 | | |
| Global Awareness | A-30 | | |

| | | | |
|--|------------------|---|--------------------|
| Good standing | 39 | Pre-law study..... | 54 |
| Grades..... | 32 | Pre-medicine study | 53 |
| Graduation honors | 36 | Probation | 40 |
| Grants, see Financial Aid..... | 3, 9 | Psychology courses | A-54 |
| Greek courses | A-13 | Purpose of the College | inside front cover |
| Health record..... | 11 | Readmission..... | 43 |
| Health services | 20 | Re-examination | 35 |
| Health insurance | 57 | Refund policy..... | 57 |
| History courses | A-31 | Repeating a course | 34 |
| History-English Literature..... | A-36 | Requirements for the degree..... | .29 |
| Honor list..... | 37 | Depth Standards | .31 |
| Honor System..... | 7 | Residence requirement | .31 |
| Incompletes | 35 | Restrictions | .29 |
| Independent Study (490) | 47 | Specific standards | .29 |
| Interdisciplinary majors | A-34 | Residence halls | .6, 19 |
| Interdisciplinary studies | A-34 | Residence life..... | .6, 19 |
| International Relations | A-37 | Return to College Program..... | .23 |
| International students | 12, 17 | Room and Board | .56 |
| International study..... | 45, 46, 50, A-30 | ROTC..... | .51 |
| Internships | | Scholarships..... | 3, 9 |
| credit and non-credit..... | 49 | Scholarship Aptitude Test (SAT) | .10 |
| Interviews | 11 | Social policies and regulations | .19 |
| Joint enrollment | 12 | Sociology-Anthropology | A-37 |
| Junior Year Abroad | 50 | Sociology courses | A-56 |
| Judicial review | 40 | Spanish courses | A-59 |
| Latin-American Studies | A-38 | Special curricular opportunities | .44 |
| Latin courses..... | A-14 | Special Study (410) | 51, 48 |
| Law, preparation for the study of | 54 | Specific Standards | .29 |
| Leave of absence | 42 | Spiritual life | .21 |
| Library..... | .6 | Student-designed majors | .52 |
| Loans, see Financial Aid | | Student government | .20 |
| Majors | 29 | Study abroad..... | 45, 46, 50, A-30 |
| Map | 76-77 | Summer school | .41 |
| Mathematics courses | A-38 | Suspension | .40 |
| Mathematics-Physics..... | A-37 | Teaching careers, preparation for | .55 |
| Medicine, preparation for the study of | 53 | Telephone system | .57 |
| Minors | 31 | Theatre courses | A-61 |
| Music courses | A-41 | Transfer credit | .41 |
| Organization of the College | 59 | Trustees | .71 |
| Orientation | 19 | Tuition and fees | .56 |
| Parking..... | 76 | University Center in Georgia..... | .45 |
| Pass/Fail option..... | 32 | Visits | .11 |
| Payment plans..... | 56 | | |
| Philosophy courses | A-44 | Washington Semester..... | .52 |
| Physical Education courses | A-46 | Withdrawing from the College..... | .42 |
| Physics-Astronomy | A-37 | Withdrawing from courses..... | .33 |
| Physics courses | A-48 | Women's Studies | A-63 |
| Political Science courses | A-50 | Writing Workshop | .44 |

ACADEMIC CALENDAR 1990-91

FALL SEMESTER

| | |
|----------------------------|---|
| Classes begin | Thursday, August 30 |
| Labor Day holiday..... | Monday, September 3 |
| Fall (midterm) Break | Friday, October 19- Sunday, October 21 |
| Thanksgiving Break | Wednesday, November 21- Sunday, November 25 |
| Last Day of Classes..... | Tuesday, December 11 |
| Reading Days | Wednesday, December 12 Thursday, December 13 |
| Exams begin | Friday, December 14, 9 a.m. |
| Exams end | Wednesday, December 19, 12 Noon |

SPRING SEMESTER

| | |
|---------------------------------|--|
| Classes begin | Wednesday, January 23 |
| Founder's Day Celebration | Wednesday, February 20 |
| Spring (midterm) Break..... | Saturday, March 16 Sunday, March 24 |
| Easter Break | Friday, March 29- Sunday, March 31 |
| Last Day of Classes..... | Wednesday, May 8 |
| Reading Days | Thursday, May 9 Friday, May 10 |
| Exams begin | Saturday, May 11, 9 a.m. |
| Exams end | Thursday, May 16, 12 Noon |
| Exams Seniors begin | Friday, May 10, 2 p.m. |
| Exams Seniors end | Wednesday, May 15, 12 Noon |
| Baccalaureate | Friday, May 17 |
| Commencement | Saturday, May 18 |

ART

Associate Professor:
Terry McGehee, Chair
(on leave, 1989-90)

Assistant professors:
Ann Abrams (part-time)
Isabelle Gournay (part-time)
Donna Sadler, Acting Chair
Mildred J. Thompson

Instructors:
Stephen Forbes-de Soule (part-time)
Leslie Kneisel (part-time)
Elizabeth Lide (part-time)

The Department of Art consists of a faculty of experienced teachers and practicing artists who strive to enliven and enrich liberal education through the study of the visual arts.

The department offers an art major that is a balanced program of study in theory, practice, and history. In addition to the art major, interdisciplinary majors are offered in Art History-English Literature and Art History-History. A dual degree program in Art and Architecture is offered with Washington University. Through its commitment to a challenging academic and studio program, the department offers a meaningful experience in the visual arts in preparation for a productive professional or academic career.

The Dana Fine Arts building, designed by internationally acclaimed architect John Portman, incorporates studio spaces, lecture halls, and a multiroom gallery.

The Agnes Scott permanent collection of art and works by national and regional artists are regularly exhibited. The exhibition program brings to the classroom and to the Agnes Scott community an exciting opportunity to view and critique current and historical trends in art. This program includes two student exhibitions a year. The comprehensive art program takes advantage of the rich cultural offerings in Atlanta by incorporating visits to galleries, museums, and artists' studios.

REQUIREMENTS FOR THE MAJOR THEORY, HISTORY, AND CRITICISM

102, 103, 480

Two of the following: 201, 202, 203, 204,
205, 206, 207, 208

Two of the following: 301, 302, 304, 306,
307, 308, 309, 320, 410

ART STRUCTURE AND STUDIO

161, 162

One of the following: 240, 241, 242

One of the following: 171, 272, 273

Minimum of 6 semester hours in other

200-, 300-, or 400-level studio courses

Art 232 recommended for the major

HISTORY AND CRITICISM OF ART

The Distributional Standard in fine arts will be satisfied by any course in history and criticism of art except 200.

102f. HISTORY OF ART I (3)

A survey of art and architecture from the Prehistoric period through the Medieval period. Works of architecture, sculpture, and painting from the Prehistoric, Near Eastern, Egyptian, Greek, Roman, and Medieval cultures will be studied for their technical, formal, and expressive characteristics.

103s. HISTORY OF ART II (3)

A survey of art and architecture from the Renaissance to the present. Works of architecture, sculpture, and painting from the Renaissance, Baroque, Rococo, 19th, and 20th centuries will be studied for their technical, formal, and expressive characteristics.

200f. ART AND IDEAS (3)

An introduction to the principles of art history and the techniques utilized by artists; a nonchronological consideration of different media and movements in art intended to engender a knowledgeable appreciation of art. Not offered 1990-91

201f. (CLASSICS 242) GREEK AND ROMAN ART (3)

A survey of the art and architecture from the Bronze Age through the fall of Rome. The evolution of styles will be analyzed through works of architecture, sculpture, painting, pottery, and metalwork.

Offered 1990-91 and 1991-92 to alternate every third year with 301

202s. ART OF THE MIDDLE AGES (3)

A survey of Medieval art and architecture from its Early Christian beginnings c. 250 to the end of the Gothic period c. 1400. Emphasis will be placed on the evolution

DEPARTMENT OF ART

of Christian imagery and the use of the church as a vehicle for meaning.
Not offered 1990-91

203f. EARLY RENAISSANCE ART (3)

A survey of painting from the late 13th, 14th, and 15th centuries in Italy. Emphasis will be placed on the development of local schools and the virtual conquest of visual space in the wake of Alberti's treatises and artistic experimentation.

Offered 1992-93 and every third year

204f. HIGH AND LATE RENAISSANCE ART (3)

A survey of painting, sculpture, and architecture in the late 15th and 16th centuries in Italy. Emphasis will be placed on the artistic careers of Leonardo da Vinci, Raphael, and Michelangelo. The course will culminate in a consideration of Mannerism in all media as a reaction to the perfection of the High Renaissance.

Offered 1990-91 and every third year

205s. NORTHERN RENAISSANCE ART (3)

A survey of art and architecture from 1350-1575 in the Netherlands, Germany, and France. Emphasis will be placed on the genesis of art in the International style, the impact of the Graphic Arts throughout Europe, and will culminate in the French Court Style at Fontainebleau.

Offered 1990-91 and every third year

206s. BAROQUE AND ROCOCO ART (3)

A survey of the art and architecture of the 17th and 18th centuries in Italy, Spain, France, England, and the Netherlands. Emphasis will be placed on the artistic careers of Caravaggio, Bernini, Rembrandt, Rubens, Vermeer, and Poussin.

Offered 1992-93 and every third year

207f. NINETEENTH-CENTURY ART (3)

A survey of European painting created between the mid-1760s to the mid-1880s. The primary emphasis will be placed on the trends of Classicism, Romanticism, Realism, Impressionism, and Post-Impressionism.

Offered 1991-92 and 1992-93 to alternate every third year with 307

208s. TWENTIETH-CENTURY ART (3)

A survey of the art and architecture created between 1886 and the present. The primary emphasis will be placed on the art produced in France and America, although consideration will be given to the unique disposition of "Modern" art, which deliberately rejected traditional conventions in the pursuit of the avant-garde.

Offered 1990-91 and 1991-92 to alternate every third year with 308

219SG. (CLASSICS 219) THE ART AND ARCHAEOLOGY OF GREECE (3)

A survey of the major developments in Greek architecture, sculpture and painting from the Bronze Age through the Hellenistic period. Lectures will be supplemented by visits to museums and sites.

Not offered summer 1990

232f. (PHILOSOPHY 232) (THEATRE 242) AESTHETICS (3)

See Philosophy 232 for description.

300-level courses in Art History, with the exception of 309, may be repeated for credit if the subject matter varies.

301f. (CLASSICS 340) ADVANCED STUDIES IN GREEK AND ROMAN ART (3)

A survey of Greek sculpture from the Geometric period (7th c. BC) through the Classical era (4th c. BC). Special emphasis on the conquest of naturalism in the depiction of the human figure. The evolution of architectural sculpture will also be studied.

Offered 1992-93 and every third year

302s. ADVANCED STUDIES IN MEDIEVAL ART (3)

Not offered 1990-91

304f. ADVANCED STUDIES IN RENAISSANCE ART (3)

Offered 1991-92 and every third year

306s. ADVANCED STUDIES IN NORTHERN RENAISSANCE AND BAROQUE ART (3)

Offered 1991-92 and every third year

307f. ADVANCED STUDIES IN NINETEENTH-CENTURY ART (3)

1990-91; This course will examine American painting and sculpture from the late eighteenth century until the turn of the twentieth century including a selection of African American, Native American and women artists. The careers and works of Benjamin West, Washington Allston, Thomas Cole, William Sidney Mount, Lily Martin Spenser, Winslow Homer, Thomas Eakins, Mary Cassatt, Henry O. Tanner and others will be highlighted in this course.
Offered 1990-91 and every third year

308s. ADVANCED STUDIES IN MODERN ART (3)

1989-90: An intensive look at early twentieth century art with special emphasis on the conflicts between traditional values and ideologies and the newer strains of non-objectivity and abstraction.
Offered 1992-93 and every third year

309f. THE WOMAN ARTIST IN THE TWENTIETH CENTURY (3)

A study of selected American women artists from the turn of the century to present day. A critical analysis of their work and discussion of their contributions to art.
Not offered 1990-91

320f,s. THE KIRK STUDIES IN ART HISTORY (3)

A specialized area of art history with a visiting scholar.

410f,s. SPECIAL STUDY IN ART HISTORY AND CRITICISM (2-4)

Special problems adjusted to the needs and interests of the individual student. An introduction to scholarly research.
Open to art majors only

480s. ISSUES IN ART (3)

A lecture/discussion course to look at historical, social, and aesthetic perspectives related to current developments in the visual arts. Visits to galleries, museums, and artists' studios provide a context for discussion. With focus on group critiques of student work, the seminar will explore the individual's work, processes, methodology, and other areas of individual or group interest.
Open to senior art majors only

490f,s. INDEPENDENT STUDY (4-8)

Independent research in art history and

criticism or in applied art.
Open to senior art majors only

STUDIO ART

The Distributional Standard in fine arts will be satisfied in studio art only by 161.

All studio courses meet 6 hours per week for 3 semester-hours credit unless otherwise indicated. Students are expected to provide most of their supplies.

161f. ART STRUCTURE I (3)

An introductory drawing course to develop visual skills as well as individual expression. Experiments in a variety of drawing media with subject matter that includes a still-life, landscape, and the figure. Class critiques supplement individual criticism.

162s. ART STRUCTURE II (3)

The study of the design elements of form, line, color, and texture in relation to problems in composition, color theory, and subject matter.
Prerequisite: 161

171f,s. CERAMICS (3)

A basic course in the construction of hand-built and wheel-thrown pottery forms, with an introduction to glazing and firing techniques.

181f,s. PHOTOGRAPHY I (3)

An introductory course in photographic methods and processes. Design, aesthetic theory, and history of photography form the basis for the development of techniques. Black and white darkroom procedures and fundamental camera skills are included.
35mm camera required
Not offered 1990-91

240f. DRAWING AND COMPOSITION (3)

The principles of pictorial organization with a focus on the study of the figure.
Experiments in various media.
Prerequisite: 162

241s. BEGINNING PAINTING (3)

An introductory course in painting. Basic painting techniques and experiments in various media with discussion of conceptual approaches to painting.
Prerequisite: 162

242s. PRINTMAKING (3)

A study of the serigraph process including

DEPARTMENT OF ART

hand-cut stencils, block-out, and photo-screen techniques.
Prerequisite: 162

272s. INTERMEDIATE POTTERY (3)

An intermediate course with concentration on the design and craftsmanship of wheel-thrown pottery forms. Special attention given to the individual expression of the artist and an understanding of the technical aspects of clay and glaze materials.
Prerequisite: 171 or permission of the department chair

273s. THREE-DIMENSIONAL DESIGN (3)

A series of related experiments in plastic design including relief, collage, construction, sculpture in the round, and the mobile in such media as clay, wire, wood, tissue, plastic materials. Discussion of relevant works.
Prerequisite: 161 or 171

281s. PHOTOGRAPHY II (3)

Further development of skills and photographic processes based upon individual interests. Advanced darkroom skills, such as printing and toning, are included as well as presentations, critiques, and discussion of aesthetics.
35mm camera required
Prerequisite: 181 Not offered 1990-91

340f. ADVANCED PAINTING (3)

Focus on individual expression. An exploration of pictorial content and painting techniques. Discussion of relevant works.
Prerequisite: 241

341s. ADVANCED PAINTING (3)

Focus on individual expression. An exploration of pictorial content and painting techniques. Discussion of relevant works.
Prerequisite: 241

370f. PLASTIC DESIGN (3)

Individual problems in ceramics or sculpture.
Prerequisite: 272 (ceramics); 273 (sculpture)

371s. PLASTIC DESIGN (3)

Individual problems in ceramics or sculpture.
Prerequisite: 272 (ceramics); 273 (sculpture)

380f. ADVANCED DRAWING (3)

Emphasis on personal expression by exploring the "mark." Drawing as process

and product. Experiments in various media: charcoal, ink, pastel, color-pencil, and graphite on a variety of supports.
Prerequisite: 240
Offered 1990-91 and alternate years

400-level studio courses may be repeated for credit if the subject matter varies

440f. ADVANCED GRAPHIC DESIGN (3)

Special problems of two-dimensional design with work in various media.
Prerequisite: 340 or 341 and permission of the department chair
Open to art majors only

441s. ADVANCED GRAPHIC DESIGN (3)

Special problems of two-dimensional design with work in various media.
Prerequisite: 340 or 341 and permission of the department chair
Open to art majors only

470f. ADVANCED THREE-DIMENSIONAL DESIGN (3)

Special problems of three-dimensional design with work in various media.
Prerequisite: 370 or 371 and permission of the department chair
Open to art majors only

471s. ADVANCED THREE-DIMENSIONAL DESIGN (3)

Special problems of three-dimensional design with work in various media.
Prerequisite: 370 or 371 and permission of the department chair
Open to art majors only

BIBLE & RELIGION

Professor:
John J. Carey, Chair
Assistant Professor:
Tina Pippin

The academic study of religion offers students opportunity to explore some of the most creative

DEPARTMENT OF BIBLE & RELIGION

expressions of the human spirit in its responses to "The Holy," "The Ultimate," or "God."

Courses are designed to cover the distinctive beliefs and practices, sacred literatures, and cultural expressions of the great religious traditions of the world. Special emphasis in the curriculum is placed on biblical literature, as well as upon contemporary expressions of religious thought.

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:

A minimum 30-hour major, with at least 12 hours on the 300 or 400 level in the department, including 463. Six hours must be taken in each of the following: Area II (Biblical Studies), Area III (Religious Thought and Social Context), and Area IV (World Religions). No more than two of the following cross-listed courses may be applied toward the minimum major in Bible and Religion: Sociology 315; Political Science 342; Music 208, 209.

REQUIREMENTS FOR THE MINOR

One course at the 100 level and 15 additional hours, including at least one upper-division Bible course. One cross-listed course may be applied to the minor.

I. INTRODUCTORY STUDIES

110f.s. APPROACHES TO BIBLICAL LITERATURE (3)

A survey of the history, culture, literature, and theology of the Bible. Ways of reading the biblical texts are explored with an emphasis on relating biblical studies to its broader context of the humanities.

Not open to students who have had 100 or 101

120f. THE RELIGIOUS QUEST (3)

An introduction to religion—its origins, place in human life, cultural expressions. Consideration of encounters with the "Holy," sacred action, mysticism.

Not open to students who have had 130

130s. WORLD RELIGIONS (3)

An introduction to the major religions of the world: Hinduism, Buddhism, Confucianism, Taoism, Islam, Shinto, Judaism, and Christianity, with an emphasis on their origins, development, sacred writings, and understanding of the world. Not open to students who have had 120

II. BIBLICAL STUDIES

100f. HEBREW SCRIPTURES (3)

An introduction to the religious history and society of the people of Ancient Israel as contained in their sacred Scriptures.

Offered 1990-91 and alternate years

101f.s. NEW TESTAMENT (3)

An introduction to the literature of the New Testament and its origins and development in the early Jesus movement and early Christianity.

303f. WORLD OF ANCIENT ISRAEL (4)

An examination of the culture and religion of Ancient Israel in the context of the Ancient Near East. An interdisciplinary dialogue is employed which includes studies in archaeology, religious phenomenon, cultural anthropology, sociology, literary criticism, and ethics.

Prerequisite: 100 or 110

Offered 1991-92 and alternate years

304f. WORLD OF EARLY CHRISTIANITY (4)

Consideration of the contribution of late Jewish, Hellenistic, and Roman civilizations to the cultural matrix in which Christianity was born.

Prerequisite: 101 or 110

Offered 1990-91 and alternate years

325s. TOPICS IN BIBLICAL STUDIES (3)

Consideration of a topic or problem of current interest in the field of Biblical Studies.

Prerequisite: One introductory course in Bible (100, 101, or 110)

Offered 1990-91 and alternate years

Topic for 1990-91: Apocalypse and Revolution

A study of biblical and contemporary apocalyptic literature (and film) and their social and political contexts.

327s. LIFE AND LETTERS OF PAUL (3)

A study of the apostle Paul and his writings. Special attention is given to the social context of his letters and the major theological and ethical themes, along with studies of his literary style (rhetoric). Offered 1991-92 and alternate years

DEPARTMENT OF BIBLE & RELIGION

335s. JESUS OF NAZARETH IN HISTORY AND FAITH (3)

Consideration of the quest for the historical Jesus, with an analysis of sources and the form that this inquiry took in the nineteenth and twentieth centuries.

Prerequisite: 101 or 110

Offered 1991-92 and alternate years

Wesley, Kierkegaard, Schleiermacher, and Harnack. Attention is given to the leadership of women in the various streams of Protestantism.

Offered 1990-91 and alternate years

III. RELIGIOUS THOUGHT AND SOCIAL CONTEXT

207f. RELIGION IN AMERICA (3)

Religious developments in America. The roles of specific groups, such as Protestants, Catholics, Jews, blacks, women. Discussion of selected issues, such as church and state relations, social responsibility, ecumenism, revivalism, fundamentalism.

Offered 1991-92 and alternate years

360s. CONTEMPORARY THEOLOGY (3)

A survey of leading thinkers and issues of the 20th century. The impact of World War I, World War II, Vatican II, and liberation movements on religious thought is assessed.

Prerequisite: One course in Bible and Religion

Offered 1991-92 and alternate years

224f. WOMEN AND RELIGION (4)

This course examines the role of women in shaping religious history from the ancient to the modern period. Primary historical writings and theological statements are used, as well as contemporary expressions in ritual, fiction and non-fiction, film, art, music, dance, and poetry.

315s. (SOCIOLOGY 315)

SOCIOLOGY OF RELIGION (4)

See Sociology 315 for description.

345s. (PHILOSOPHY 315)

PHILOSOPHY OF RELIGION (3)

An examination from a Western philosophical perspective of such questions as the meaning of God, evil, suffering, religious experience, religious knowledge, and immortality. Prerequisite: Any 100 level course in Bible and Religion or one course in Philosophy

Offered 1990-91 and alternate years

350f. (POLITICAL SCIENCE 342) THE CHURCH IN LATIN AMERICA (3)

See Political Science 342 for description.

355s. PROTESTANT FAITH AND PRACTICE (3)

A consideration of the origins of Protestantism in the Reformation and in subsequent reform movements. Leading thinkers considered are Luther, Calvin,

365f. CHRISTIAN ETHICS (3)

The nature, methods, and basic issues of Christian ethics, considering both matters of personal conduct and social concern. Special attention is given to feminist critiques of traditional Western approaches to ethics.

Prerequisite: 110, 120, 130, or permission of the instructor

Offered 1990-91 and alternate years

IV. WORLD RELIGIONS

221s. JEWISH FAITH AND PRACTICE (3)

An examination of the basic beliefs and practices of Judaism, from the Exodus from Egypt to the present. Special attention is given to Jewish Feast Days, institutions, life cycle practices, and major branches of the religion.

Offered 1991-92 and alternate years

330f. TOPICS IN WORLD RELIGIONS (3)

A seminar focusing on a special problem within one of the world's religions. Topics will rotate between the religions of the Middle East (Islam, Hinduism, and Judaism) and the religions of the Far East (Buddhism, Confucianism, Taoism, Shinto).

This seminar may be taken more than once. Prerequisite: 130 or permission of the instructor

V. SPECIAL STUDIES IN RELIGION

208f. (MUSIC 208) HISTORY OF CHURCH MUSIC (3)

See Music 208 for description.

**209f. (MUSIC 209)
HYMNOLOGY** (3)
See Music 209 for description.

410f.s. SPECIAL STUDY (2-4)
A directed reading course supervised by a member of the department.
Prerequisite: Permission of the instructor

**463f. JUNIOR-SENIOR SEMINAR
IN RELIGION** (3)

The examination of a variety of topics of current interest in the study of religion. The seminar will attempt to yoke the theory and practice of religion. Required for majors. May be taken more than once. Topic for 1990-91: Theologies of Liberation A consideration of Third World, Feminist, and Black thinkers and issues. Topic for 1991-92: Religion and Peace

490f.s. INDEPENDENT STUDY
Independent research arranged under supervision of a member of the Department. Results are presented in written form. Especially recommended for students who plan to do graduate study in religion. Prerequisite: 12 hours in Bible and Religion and permission of the instructor

the functional organization of cells and tissues; lower and higher plants and animals; microbial organisms; patterns and mechanisms of heredity and evolution; the physiology, biochemistry and molecular biology of cells and organisms; development; behavior; taxonomy; and ecology.

For entering students, secondary school preparation in mathematics and the sciences is helpful. Students who plan to major or minor in biology should consult with a member of the department early in their college careers to insure normal progression. Dual-degree programs with Georgia Institute of Technology are available in biotechnology and other areas of engineering. Students should consult department faculty for information on summer study and research opportunities.

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:

100, 102, 105 and 206 should be taken before the end of the sophomore year.
300, 306 or 312, 310 and 480

Courses required outside of the discipline:

Chemistry 101, 101L, 102, 102L
Chemistry 201

Courses recommended for the major:

Chemistry 202, 202L, 300
Physics 110, 111
Mathematics 115, 118, 119, 150
French or German

REQUIREMENTS FOR A MINOR IN BIOLOGY

100, 102, 105 and two additional courses in the discipline for which prerequisites have been met.

**100f.s. INTRODUCTION TO
BIOLOGY** (4)

The major concepts of modern biology; structure and function of biological molecules, cell structure and functions, energy transactions in living systems, control systems, inheritance in eukaryotes and in prokaryotes, development of organisms, evolution, ecology, the scientific method, procedures of scientific investigation.
3 LEC, 1 LAB

Biology 100 is prerequisite to all other courses in biology.

102f. BOTANY (4)
Functional morphology of vascular plants,

BIOLOGY

Professor:

Sandra T. Bowden

Associate professors:

John F. Pilger, Chair

Harry Wistrand

Assistant professors:

Edward L. Hover

Patricia M. White (part-time)

Instructor:

Frances G. Kennedy

As a multidisciplinary, experimental science, modern biology offers the liberally educated woman an integrated view of the living world from molecules to ecosystems. Our program is designed to give the student a sound background in the major disciplines of biology and to teach her to use the skills of scientific inquiry and communication. Major programs include studies of

DEPARTMENT OF BIOLOGY

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|---|---|
| growth regulation, ecology, and evolution. A survey of major divisions of plants and fungi. 3 LEC, 1 LAB Prerequisite: 100 | 207s. INVERTEBRATE ZOOLOGY (4) A comprehensive study of the major and minor invertebrate phyla with emphasis on comparative anatomy, systematics, and evolution. Laboratory emphasis is on functional morphology and includes some fieldwork. 3 LEC, 1 LAB Prerequisite: 105 Offered 1990-91 and alternate years |
| 105s. ZOOLOGY (4) A study of the morphology and physiology of animals with a brief survey of the major animal phyla. 3 LEC, 1 LAB Prerequisite: 100 | 208f. HISTOLOGY (4) The microscopic anatomy of animal tissues. In laboratory each student will complete a project using basic histological techniques. 3 LEC, 1 LAB Prerequisite: 105 Offered 1991-92 and alternate years |
| 200s. ANIMAL BEHAVIOR (4) The development, causation, and function of behavior in nonhuman animals. Emphasis is on placing observed behaviors in an appropriate ecological context. 3 LEC, 1 LAB Prerequisite: 105 Offered 1991-92 and alternate years | 214SUS. DESERT BIOLOGY (4) Adaptations of plants and animals to hot, arid environments of the western United States. A three-week field trip to the desert; dates to be determined. Limited to eight students Prerequisite: 100 and permission of the instructor Offered summer 1990 and alternate years |
| 201s. ECOLOGY AND FIELD BIOLOGY (4) The interrelationship between organisms and their environments at the population, community, and ecosystem levels. Laboratory includes field investigations of natural systems and ecological research techniques. Prerequisite: 102 and 105 Offered 1991-92 and alternate years | 215SUS. MARINE BIOLOGY (4) An ecological approach to the study of marine organisms as exemplified in temperate, semi-tropical, and tropical environments. A three-week field trip; dates to be determined. Limited to eight students Prerequisite: 105 and permission of the instructor Offered summer 1991 and alternate years |
| 202s. PLANT TAXONOMY (3) Principles of plant identification, classification, and nomenclature, with special emphasis on vascular plants native to this region. Laboratory includes observing plants in their natural environments and techniques for collecting, identifying, and preserving specimens. 2 LEC, 1 LAB Prerequisite: 102 Offered 1990-91 and alternate years | 216WG. THE GALAPAGOS ISLANDS: NATURAL HISTORY, EVOLUTION, AND CHARLES DARWIN (3) The flora and fauna of the Galapagos Islands and the influences of these on Charles Darwin's ideas on evolution. A 10-day field trip to the islands. Ten hours of classroom instruction during the fall semester preceding the course. Prerequisite: 100 and/or permission of the instructor Enrollment limited Offered during the 1990-91 winter break and alternate years |
| 204s. VERTEBRATE BIOLOGY (4) The biology of vertebrates, including gross anatomy of selected animals, and the evolution, classification, and life histories of major vertebrate groups. Includes some field study of local vertebrates. 3 LEC, 1 LAB Prerequisite: 105 | 300f. GENETICS (4) The structure, function, regulation, and transmission of hereditary materials in |
| 206s. CELL BIOLOGY (4) An introduction to cellular and subcellular structure and function. 3 LEC, 1 LAB Prerequisite: 2 semesters of 100-level biology courses with laboratories | |

viruses, prokaryotes, and eukaryotes.
3 LEC, 1 LAB
Prerequisite: 206

301s. MICROBIOLOGY (4)

Biology of prokaryotic and eukaryotic microorganisms and viruses with emphasis on bacteria and viruses. Morphology, physiology, biochemistry, genetics, taxonomy, and immunology.
3 LEC, 1 LAB
Prerequisite: 102, 206, Chemistry 201

302s. EVOLUTION AND POPULATION BIOLOGY (3)

Processes and patterns of adaptation and formation of species with emphasis on genetic mechanisms. Introduction to population genetics and population ecology as they relate to evolutionary biology.
3 LEC

Prerequisite: 300 or two courses at the 200 level or above

305f. ANIMAL PHYSIOLOGY (4)

A comparative study of nutrition, energy metabolism, temperature regulation, movement, gas exchange, internal transport, water-solute metabolism, information processing and sensory physiology, and hormonal control in animals. Major emphasis on vertebrates with some invertebrate examples.
3 LEC, 1 LAB

Prerequisite: 105, 206

Offered 1990-91 and alternate years

306f. DEVELOPMENTAL BIOLOGY (4)

A study of the morphological patterns and the developmental processes that occur in the life history of animals.

3 LEC, 1 LAB

Prerequisite: 105, 206

310s. CELLULAR PHYSIOLOGY AND BIOCHEMISTRY (4)

Biochemistry, intermediary metabolism, photosynthesis, membranes and transport phenomena, macromolecular synthesis, metabolic regulation, and environmental influences.
3 LEC, 1 LAB

Prerequisite: 102, 105, 206, Chemistry 201

312f. ADVANCED PLANT BIOLOGY (4)

Major groups of plants and fungi with emphasis on plant development, physiology, and evolutionary relationships.

3 LEC, 1 LAB
Prerequisite: 102, 206

316s. MOLECULAR GENETICS (4)

Gene structure, function, and regulation at the molecular level in viruses, prokaryotes, and eukaryotes; introduction to genetic engineering and recombinant DNA techniques. Emphasis on recently published literature.
3 LEC 1 LAB
Prerequisite: 300, Chemistry 201

317s. MOLECULAR GENETICS LABORATORY (1)

Molecular genetics and recombinant DNA techniques for students who have not had Biology 316. Not open to students who have had 316
Prerequisite: Chemistry 300 or permission of the department

410f,s. SPECIAL STUDY (2-4)

Intensive study of an area of biology by a senior major under the supervision of a faculty member. Designed to support the individual's major interests. A paper or oral presentation required.
Prerequisite: permission of the department

480f. SENIOR SEMINAR (1)

Specialized subject areas of biology not normally in the curriculum. Topics are chosen by the biology faculty. Each student reviews current literature, prepares and orally presents a seminar on an aspect of the selected topic.
Open to senior biology majors only

481s. (PSYCHOLOGY 481) INTERDISCIPLINARY SEMINAR IN ANIMAL/HUMAN BEHAVIOR (1)

Open to students taking the interdisciplinary major in biology-psychology or to senior majors in biology or in psychology with adequate preparation in both disciplines, as determined by consultation with both department chairs.

490f,s. INDEPENDENT STUDY (4-8)

Independent laboratory and/or field research with supervision by a member of the department. Thesis is required and a seminar presentation is recommended. Admission to the program is granted by the Committee on Independent Study. Recommendation by the department for admission to the course is necessary. Departmental recommendation is based

DEPARTMENT OF CHEMISTRY

on the student's choice of a suitable research project, potential for biological research, course work background, and evidence of motivation for undertaking the laboratory and non-laboratory aspects of the research.

CHEMISTRY

Professor:

Alice J. Cunningham, Chair

Assistant professors:

Elizabeth Leigh Bottomley

Candice J. McCloskey

T. Leon Venable

The academic program of the Department of Chemistry, approved by the American Chemical Society, is designed to give students a thorough grounding in the principles and applications of modern chemistry, as well as extensive practical experience with research-quality instruments. The curriculum is structured to serve chemistry majors, majors in chemistry-related disciplines, and nonscience majors. Students may design individual major programs to prepare for a variety of career goals, such as advanced study in chemistry, biochemistry, medical sciences, molecular biology, materials science, chemical physics; technical and non-technical areas of the chemical industry; scientific writing or editing; chemical education; and computer applications in chemistry.

After completing a chemistry major, the student should have the basic background required to be part of an industrial or academic scientific team devoted to research or applied chemistry. The required courses provide fundamental knowledge of:

- a) theories which describe matter and chemical reactions ranging from elemental to biological systems;
- b) techniques and instruments ordinarily used to investigate atoms, molecules, and chemical reactions;
- c) modern methods for acquiring, analyzing, and retrieving data.

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:

101-101L, 102-102L, or equivalent, preferably in freshman year;
201, 202-202L; 301, 302, 312, 342 in sequence

The major approved by the American Chemical Society requires an additional 13 hours beyond the core listed above. The non-ACS approved major requires an additional 9 hours beyond the core. In both cases these hours may be in advanced chemistry, biology, mathematics, and/or physics, as approved by the department. Course selections at the advanced level should reflect the student's particular interests, abilities, and career goals.

Courses required outside of the discipline:

Mathematics 118, 119

Physics 110 and 111, to be completed

prior to Chemistry 301

Physics 242, 243

Courses recommended for the major:

- a) additional mathematics, advanced biology or advanced physics
- b) a reading knowledge of a modern language, preferably German. Students considering a major in chemistry should consult early on with a member of the department, even if their lower division advisors are not in chemistry. While there is considerable flexibility in course selection, particularly at the upper level, the sequence of courses and prerequisites requires careful planning of both lower level and upper level courses.

01s. COLOR, CALORIES AND CURRENT (5)

Fundamental principles of chemistry using the experimental observables of color, calories and current to illustrate concepts related to structure of matter, bonding, energy states and transitions, chemical reactivity, chemical equilibria and rates of reaction.

Laboratory experimentation includes simple methods for constructing equipment and for acquiring and analyzing data using the computer. Coursework includes extensive assignments dealing with experimental design and preparation of curriculum materials to be returned to the classroom.

Offered Summer 1989

101f. FUNDAMENTAL CONCEPTS OF MATTER AND REACTIONS (3)

Introduction to structure of matter, ranging from atoms to biochemical macromolecules; and the basis of chemical reactions,

including types of reactions common to inorganic, organic, and biochemical systems.
Corequisite: 101L

101Lf. BASIC LABORATORY METHODS (1)

Experimental methods in basic scientific measurement, elementary synthesis, and analysis.

Corequisite: 101

102s. PERIODICITY AND CHEMICAL REACTIONS (3)

Survey of the chemistry of the elements and their compounds, with emphasis on periodic relationships. A more detailed examination of the quantitative aspects of chemical reactions than seen in Chemistry 101.

Prerequisite: 101

Corequisite: 102L

102Ls. BASIC LABORATORY METHODS II (1)

Experimental methods to analyze elementary inorganic reactions both quantitatively and qualitatively.

Corequisite: 102

200. TUTORIAL (1-3)

Individualized study designed primarily to accommodate transfer, advanced placement students, or students from nontraditional programs. Topics and credit are determined by a student's needs. Combination of lecture and laboratory hours varies with area of study.

201f. ORGANIC CHEMISTRY I (4)

A systematic study of the chemistry of aliphatic and aromatic hydrocarbon compounds, including their derivatives such as alkyl halides and alcohols. Topics such as stereochemistry, electronic effects, resonance theory, acid-base properties, carbonium ion theory, and reaction mechanisms are emphasized. The laboratory introduces students to fundamental experimental techniques of organic chemistry. Aspects of chromatography and spectroscopy are explored.

3 LEC, 1 LAB

Prerequisite: 101, 102, or the equivalent background as determined by results of the departmental placement/exemption examination and faculty-student conference

202s. ORGANIC CHEMISTRY II (3)

A continuation of Organic Chemistry I. The chemistry of carbonyl compounds and amines is examined in detail. The mechanisms of important organic reactions and the applications of these reactions to organic synthesis are studied.

Prerequisite: 201

202Ls. ORGANIC CHEMISTRY II LABORATORY (2)

Qualitative organic analysis and multistep organic synthesis.

Corequisite: 202

300f. BIOCHEMISTRY I (3)

Fundamentals of bacterial and vertebrate biochemistry. Includes the study of biomolecules, catabolic and biosynthetic pathways, and storage, transmission and expression of genetic information.

Prerequisite: 202

300Lf. BIOCHEMISTRY I LABORATORY I (1)

An introduction to fundamental biochemical laboratory methods including the study of acid-base properties of amino acids and proteins, spectrophotometric characterization, chromatographic separation techniques and electrophoresis.

Prerequisite: 202, 202L

301f. PHYSICAL CHEMISTRY I (3)

A study of quantum theory, as applied in chemistry, including structure and spectral relationships. General principles of statistical mechanics.

Prerequisites: 202, 202L, Mathematics 118, 119 Physics 110, 111
Mathematics 205 recommended

302s. PHYSICAL CHEMISTRY II (3)

General principles of thermodynamics and equilibria. A study of gas phase kinetics, solution dynamics, and catalysis.

Prerequisite: 301

312s. CHEMICAL ANALYSIS (3)

An advanced study of the instrumental and theoretical approaches for complete analysis.

Prerequisite: 301, Physics 242

Corequisite: 302

Prerequisite or corequisite: Physics 243

342s. PHYSICOCHEMICAL METHODS OF EXPERIMENTATION (4)

DEPARTMENT OF CHEMISTRY

Physical/analytical methods for data acquisition and interpretation. Includes statistical and computational approaches to data analysis and prediction.

Combination of lecture and laboratory

Prerequisite: Physics 242

Prerequisite or corequisite: 302, 312, Physics 243

400s. BIOCHEMISTRY II (3)

Fundamentals of biophysical and bioanalytical chemistry. Advanced experimental techniques for characterization of macromolecules, separation methods, enzyme kinetics, radiochemical techniques.

Combination of lecture and laboratory.

Prerequisite: 300, 300L, 302, 312, 342

410f.s. SPECIAL STUDY (2-4)

Tutorial in an advanced topic of special interest to a chemistry major. The nature of the topic determines inclusion of a laboratory component. Each spring the department lists topics available for study the following year.

Prerequisite: varies according to topic

431f. MODERN INORGANIC CHEMISTRY (3)

Current theories of bonding and structure, stereochemistry, and reaction mechanisms involving both main group elements and transition metals. Selected topics in organometallic and bio-inorganic chemistry.

Prerequisite: 302

441f. SYNTHETIC METHODS AND CHARACTERIZATION (4)

Synthesis of inorganic and organometallic compounds. Inert atmosphere and vacuum-line techniques. Nonaqueous chemistry.

Spectroscopic characterization of compounds. Combination of lecture and laboratory.

Prerequisite: 342

Prerequisite or corequisite: 431

490f.s. INDEPENDENT STUDY (4-8)

Independent research conducted under the supervision of a member of the department.

Thesis and seminar presentation of results are required. Admission to the program is granted by the Committee on Independent Study.

Departmental recommendation for admission to the program is necessary and depends on choice of a suitable research problem, demonstrated potential for chemical research, and student motivation for pursuing the laboratory

and non-laboratory aspects of the project.

Prerequisite: 302, 312, 342

Corequisite: appropriate advanced courses, as approved by the department

CLASSICAL LANGUAGES & LITERATURES

Associate professors:

Gail Cabisius

Sally Anne MacEwen, Chair

Assistant professor:

Murray C. McClellan (part-time)

The student of Classics analyzes the literary and artistic works of ancient Greece and Rome, reconstructs the values and histories of those distant societies, and examines their philosophical thought. In addition, she comes to understand the intellectual roots of our culture and many of our traditions and institutions. The multidisciplinary approach of classical study helps the student develop skills in language, in analysis of social and historical problems, and in the appreciation of art and literature. These skills can be applied to many careers and professions after graduation.

The Department of Classical Languages and Literatures offers courses in Greek and Latin languages and in classical civilization from texts in English. The department offers a choice of majors in Greek, Latin, Classical Languages and Literatures or Classical Studies. Majors in Greek, Latin, and Classical Languages and Literatures specialize in the study of the ancient languages and literatures. Majors in Classical Studies combine the study of an ancient language with courses in classical civilization. Students who plan to do graduate study in Classics should choose the major in Classical Languages and Literatures, and every student considering a major in Classics is urged to take Greek or Latin in her freshman year.

REQUIREMENTS FOR THE MAJOR GRÉEK

At least 24 hours in Greek, including

Greek 360

Classics 351

At least 3 additional hours in Greek or Classics

DEPARTMENT OF CLASSICAL LANGUAGES & LITERATURES

LATIN

At least 24 hours in Latin, including Latin 360
Classics 352
At least 3 additional hours in Latin or Classics

Prerequisite: for 211, Greek 101, 104 or 3
entrance credits; for 311, 6 hours of 200-
level Greek
Offered 1992-93 and every third year

CLASSICAL LANGUAGES AND LITERATURES

At least 12 hours in Greek and 12 hours
in Latin, of which at least 12 hours must
be at the 300 level
Classics 151 and 154

212/312s. DRAMA (3)
One or two plays, including discussion of
myth, metrics, and production.
Prerequisite: for 212, Greek 101, 104, or 3
entrance credits; for 312, 6 hours of 200-
level Greek
Offered 1992-93 and every third year

CLASSICAL STUDIES

Two 300-level language courses, both in
the same language (to be taken at Agnes
Scott)

Five courses in translation, including
Classics 151 and 154

Other courses either in language or in
translation.

215/315f. HOMER (3)
Iliad or Odyssey. The first heroes of
Western literature in the first pieces of
ancient writing.
Prerequisite: for 215, Greek 101, 104 or 3
entrance credits; for 315, 6 hours of
200-level Greek
Offered 1990-91 and every third year

REQUIREMENTS FOR THE MINOR CLASSICAL STUDIES

Completion of the second year of an
ancient language, including 6 hours at
Agnes Scott

Four courses in translation

GREEK OR LATIN

Fifteen hours in the language
Classics 151 (Greek) or Classics 154
(Latin)

216/316s. HERODOTUS (3)
"The Father of History," his methods,
style, and favorite themes.
Prerequisite: for 216, Greek 101, 104, or 3
entrance credits; for 316, 6 hours of 200-
level Greek
Offered 1990-91 and every third year

GREEK

103f. ELEMENTARY (4)

The essentials of grammar.

104s. ELEMENTARY (4)

Readings from Greek authors, especially
New Testament writers.

Prerequisite: 103 or 2 entrance credits

Literature courses in Greek are offered at
the 200 and 300 level. Students in both
levels will meet at the same time, but
advanced students will be required to do
more work. Exceptions to the prerequisites
to these courses may be granted by the
department.

217/317f. HESIOD AND THE LYRIC POETS (3)
Selected poetry representing the vigor and
creativity of the Archaic Age of Greece.
Prerequisite: for 217, Greek 101, 104, or 3
entrance credits; for 317, 6 hours of 200-
level Greek
Offered 1991-92 and every third year

211/311f. PLATO (3)

Exemplary pieces of Plato's writing
reflecting the teachings of Socrates and
the philosophy of Plato.

218/318s. COMEDY (3)
One or two plays of Aristophanes with con-
sideration of the political climate of his time.
Prerequisite: for 218, Greek 101, 104, or 3
entrance credits; for 318, 6 hours of 200-
level Greek
Offered 1991-92 and every third year

350f,s. ADVANCED READING COURSES (3 or 5)
Selections from Greek prose and poetry,
not covered in other courses, chosen to
meet the needs of individual students.
Prerequisite: 6 hours of 200-level Greek
and permission of the department

DEPARTMENT OF CLASSICAL LANGUAGES & LITERATURES

360f,s. GREEK PROSE

COMPOSITION (2)

Prerequisite: 6 hours of 200-level Greek and permission of the department

490f,s. INDEPENDENT STUDY (4-8)

LATIN

103f. ELEMENTARY (4)

Fundamentals of Latin grammar.

104s. ELEMENTARY (4)

Readings from Latin authors, with emphasis on the love poetry of Catullus.

Prerequisite: 103 or 2 entrance credits

203f. INTERMEDIATE (3)

Review of Latin grammar with readings from Cicero and other Latin authors.

Prerequisite: 101, 104 or 3 entrance credits

204s. VERGIL'S AENEID I-VI (3)

Prerequisite: 203

This course can be used to satisfy either the Specific Standard of the intermediate level of a Foreign Language or the Distributional Standard of Literature, but not both.

Courses in Latin literature at the 300 level may be repeated for credit if the readings are different. Exceptions to the prerequisites may be granted by the department.

301f. EPIC (3)

Vergil's *Aeneid* VII-XII or sections from *Metamorphoses* of Ovid will be used as examples of Roman adaptations of Greek epic.

Prerequisite: 201, 204, or 4 entrance credits

Offered 1992-93 and every third year

302s. COMEDY (3)

Selected plays of Plautus and Terence, two of the earliest Latin writers and the best representatives of New Comedy.

Prerequisite: 201, 204, or 4 entrance credits

Offered 1992-93 and every third year

311f. DIDACTIC POETRY (3)

Selections from Lucretius' *De Rerum Natura* or Vergil's *Georgics*, poems that teach people how to live in harmony with nature.

Prerequisite: 201, 204, or 4 entrance credits

Offered 1990-91 and every third year

312s. HISTORICAL WRITING (3)

Examinations of the assumptions of Latin historiography with readings from Caesar, Sallust, Livy, or Tacitus.

Prerequisite: 201, 204, or 4 entrance credits

Offered 1990-91 and every third year

321f. SATIRE (3)

Study of the genre of satire, Rome's own creation, through readings in the Latin satirists, principally Horace, Martial, Juvenal, or Petronius.

Prerequisite: 201, 204, or 4 entrance credits

Offered 1991-92 and every third year

322s. LYRIC POETRY (3)

The personal and intimate poetry of Horace in the Odes and the elegiac poets.

Prerequisite: 201, 204, or 4 entrance credits

Offered 1991-92 and every third year

350f,s. ADVANCED READING COURSE (3 or 5)

Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students.

Prerequisite: 201 or 204 and permission of the department

360f,s. LATIN PROSE COMPOSITION (2)

Prerequisite: 201 or 204 and permission of the department

490f,s. INDEPENDENT STUDY (4-8)

CLASSICAL COURSES IN ENGLISH

151f. GREEK CIVILIZATION (3)

The many stages of Greek civilization from the Bronze Age cultures of Crete and Mycenae through the height of Athenian greatness in art, philosophy, and politics, to the career of Alexander the Great, using the evidence of literature, history, art, and archaeology.

154s. ROMAN CIVILIZATION (3)

The development of Roman institutions from the Etruscans through the Christian emperors, analyzing how each stage reflects aspects of the Roman character in government, art, literature, and daily life.

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| 201SG. (PHILOSOPHY 201) THE GREEK SETTING OF THE SOCRATIC DIALOGUES (3) See Philosophy 201 for description. | 340f. (ART 301) ADVANCED STUDIES IN GREEK AND ROMAN ART (3) See Art 301 for description. |
| 219SG. (ART 219) THE ART AND ARCHAEOLOGY OF GREECE (3) See Art 219 for description. | 351s. (HISTORY 301) STUDIES IN GREEK HISTORY (3) Selected themes or periods in Greek history, with emphasis on the appropriate historical evidence and methodology. May be repeated for credit if the subject matter varies. Offered 1990-91 and every third year |
| 223f. (PHILOSOPHY 206) HISTORY OF ANCIENT PHILOSOPHY (3) See Philosophy 206 for description. | 352f. (HISTORY 303) STUDIES IN ROMAN HISTORY (3) Selected themes or periods in Roman history, with emphasis on the appropriate historical evidence and methodology. May be repeated for credit if the subject matter varies. Offered 1990-91 and every third year |
| 242s. (ART 201) GREEK AND ROMAN ART (3) See Art 201 for description. Offered 1991-92 and every third year | 410f,s. SPECIAL STUDY (2-4) Directed study to meet the individual needs of students whose major is Classical Languages and Literatures or Classical Studies. |
| 261f. (WOMEN'S STUDIES 261) WOMEN IN ANTIQUITY (3) Representations of Greek and Roman women in law and society, religion and myth, art and literature. Offered 1991-92 and every third year | 490f,s. INDEPENDENT STUDY (4-8) |
| 262s. (ANTHROPOLOGY 262) THE ARCHAEOLOGY OF THE ANCIENT WORLD (3) Introduction to the methodologies and theoretical concerns of modern archaeology and application to the cultures of the ancient Mediterranean, including both a general overview of the material culture from the Neolithic through the Roman Imperial period and attention to specific archaeological problems. Offered 1992-93 and every third year. | ECONOMICS |
| 331f. CLASSICAL MYTHOLOGY (3) Study of mythical configurations: creation myths, divine archetypes, the trickster, the hero cycle. Modern psychological and literary approaches to the science of mythology. Offered 1992-93 and every third year | Professors: Albert V. Badre (part-time) Edmund H. Sheehey Associate professor: Edward C. Johnson, Chair Assistant professor: Rosemary T. Cunningham Instructor: Valerie E. Mock (part-time) |
| 332s. (THEATRE 332) CLASSICAL DRAMA IN TRANSLATION (3) Reading of selected Greek and Latin plays in English. Examination of historical context, production methods, literary significance, critical approaches, and comparison with modern works. Offered 1991-92 and every third year | Economics once was called Political Economy, a notation that may convey better the substance, breadth, and heritage of the discipline. Economics is an excellent tool for studying human behavior, individuals and groups, in a variety of institutional settings: governments, firms, banks, unions, stock exchanges, and such. |

DEPARTMENT OF ECONOMICS

Economics pioneered in developing the methodologies of the modern social sciences. Statistics and mathematics, including calculus, are widely applied in modeling and verification of hypotheses. Models are used extensively to identify and dramatize basic laws or tendencies in behavior. The discipline is highly theoretical, rigorous, and analytical, yet offers insights about ordinary, universal events.

Students looking to careers in banking, management, stocks and bonds, financial analysis, retailing, law and government service are well served by Economics. The discipline also forms very productive ties to Political Science, International Relations, History, Sociology, Psychology, Philosophy, Mathematics, and Business.

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:

104, 105, 203, 206, 207

110 and 311 not applied toward the minimum 30-hour major

Courses required outside the discipline:

One course in statistics (Mathematics 115 or Psychology 306)

For those students who intend to pursue graduate work in Economics, or an MBA degree, we suggest a consultation with the Chair of the Economics Department about appropriate preparation in Mathematics.

REQUIREMENTS FOR THE MINOR

International Economics:

Required courses: 104, 105, 206 or 207

Optional courses (choose 3): 203, 206 (if not taken as a required course), 207 (if not taken as a required course), 315, 317, 334, 350, 351, 360

Business Economics:

Required courses: 104, 105, 206 or 207

Optional courses (choose 3): 203, 206 (if not taken as a required course), 207 (if not taken as a required course), 309, 310, 312, 313, 316, 317, 338, 350, 351

104f,s. INTRODUCTORY MACROECONOMICS (3)

Causes of unemployment, inflation, and economic growth, including the role of government fiscal and monetary policy.

105f,s. INTRODUCTORY MICROECONOMICS (3)

A course emphasizing the operation of a market economy.

110f. THE ECONOMICS OF INVESTMENTS (3)

An investigation of the importance of financial investments to the economy. The structure of different markets and the theories behind the pricing of certain assets will be explored. Students will manage a hypothetical portfolio for the duration of the semester.

Offered 1991-92 and alternate years.

Does not satisfy Distributional Standard in the Social Sciences. Inappropriate for students who have taken Economics courses beyond the introductory level.

203f. LABOR ECONOMICS (3)

Labor-management relations, the labor movement, the laws and public policies governing labor, and their economic impact in terms of wages, prices, and national income. Prerequisite: 104 or permission of the instructor

206s. MICROECONOMICS (3)

An advanced study of the operation of markets with emphasis on consumer demand theory, theory of the firm, differing market structures, and the pricing and employment of inputs. General equilibrium and the role of the government in markets are discussed. Prerequisite: 104, 105

207f. MACROECONOMICS (3)

A general model is developed to analyze theories of inflation and unemployment. Evaluation of theoretical bases for different monetary and fiscal policies. Prerequisite: 104, 105

309s. MONEY AND BANKING (3)

Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity. Prerequisite: 104

Prerequisite or corequisite: 105

310f. FINANCIAL THEORY (3)

A survey of the theories and policies of corporate finance and the institutional

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| framework within which financial decisions are made. Capital markets, financial valuation, capital budgeting, and the theory of the capital structure are discussed. Prerequisite: 104, 105 | 317f. THEORIES OF MANAGEMENT AND ORGANIZATION (3) Change and development in and the management of complex organizations. Prerequisite: 104, 105 Offered 1990-91 and alternate years |
| 311f. ACCOUNTING I (3) Introduction to the principles of accounting theory and the application of these principles in business and government. Not applied toward minimum 30-hour major Does not satisfy Distributional Standard in Social Sciences | |
| 312s. ACCOUNTING II (3) A continuation of 311. Prerequisite: 311 | 330s. MATHEMATICAL ECONOMICS (3) The application of topics in matrix algebra and calculus to model building in economics. Prerequisite: 104, 105; a year of calculus Offered by arrangement with instructor |
| 313s. MARKETING (3) Planning, organizing, and controlling the marketing function in a corporate setting. Prerequisite: 104, 105; 206 recommended Offered 1991-92 and alternate years | 334s. (POLITICAL SCIENCE 334) ECONOMIC DEVELOPMENT (3) Historical patterns and contemporary theories of economic development are used to clarify major issues such as the distribution of income, stabilization policy, and problems of trade and finance. Prerequisite: 104, 105 Offered 1991-92 and alternate years |
| 314f. HISTORY OF ECONOMIC THOUGHT (3) A survey of the evolution of economic theories and doctrines as seen through the works of the leaders of the various schools of thought. Prerequisite: 104, 105 | 338f. ECONOMIC FORECASTING (3) The study of sampling, statistical significance, correlation and regression analysis with emphasis placed on their application to economic problems. Prerequisite: 104, 105; a course in statistics; or permission of the instructor Offered 1990-91 and alternate years |
| 315s. (POLITICAL SCIENCE 315) COMPARATIVE ECONOMIC SYSTEMS (3) From Marxism to market economics. Comparative study of economic planning and stability, labor movements, income policy, agriculture, economic growth, and trade. Contrasts drawn among Soviet, Yugoslav, Swedish, and U.S. systems. Prerequisite: 104, 105 | 340f. (POLITICAL SCIENCE 335) TOPICS IN LATIN AMERICAN ECONOMICS (3) See Political Science 335 for description. |
| 316f. AMERICAN ECONOMIC GROWTH AND DEVELOPMENT (3) The development of the U.S. economy from colonial times to 1929. Emphasis on economic analysis applied to major historical issues and institutions such as mercantilism, trade policies, monetary institutions, slavery; and major industries such as canals, railroads, steel, oil, and agriculture. Prerequisite: 104, 105 | 350f. INTERNATIONAL TRADE (3) The gains from trade and the theory and policy of trade protection. The economics of the multinational corporation. Prerequisite: 104, 105 |
| | 351s. INTERNATIONAL FINANCE (3) An analysis of foreign exchange markets and the balance of payments. Discussion of various mechanisms and policies by which nations achieve equilibrium in the balance of payments. Prerequisite: 104, 105 |

DEPARTMENT OF EDUCATION

360s. ECONOMIC DEVELOPMENT OF LATIN AMERICA (3)

Problems of economic development in Latin America emphasizing their historical roots and theories that attempt to explain them. Selected policy issues are discussed in relation to a particular country.

Prerequisite: 104 or 105

Offered 1990-91 and alternate years

380f. TOPICS IN ECONOMIC ANALYSIS (3)

The application of economic analysis to a set of contemporary policy questions.

This course is designed for students nearing the completion of their program who are majors or who have had a strong concentration in economics.

Prerequisite: 206, 207

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of economics.

482s. (POLITICAL SCIENCE, PSYCHOLOGY, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology. Open only to senior majors in social science departments

Prerequisite: Permission of the instructors
Not offered 1990-91

490f,s. INDEPENDENT STUDY (4-8)

Ann McKee Parker (part-time)
Bernadette M. Peiffer (part-time)
Kelly Frick Richards (part-time)

The Department of Education offers teacher certification for Early Childhood (grades K-4), Middle Grades (4-8), and Secondary teachers. Completion of Agnes Scott's approved program leads to initial certification in Georgia; certification in other states may also be obtained.

Teacher education at Agnes Scott is a college-wide enterprise; students major in a discipline other than Education.

A student interested in teaching should contact the Director of Teacher Education Programs as early as possible in her college career. Students will be assisted in planning necessary courses to fulfill certification requirements.

The programs are designed to include both theoretical understandings of learning processes and instructional content, and practical approaches to classroom planning and management. Internships in the field are required for several courses; summer experiences in programs such as Head Start, day care centers, summer schools and camps are encouraged. In addition, the professional semester involves procedures and materials of instruction, extensive classroom observation and teaching, and advanced study of pupils and school organization.

Students involved in the professional semester may not work in off-campus jobs; work performed on-campus must be negotiated after consultation with the Director of the Teacher Education program.

EARLY CHILDHOOD (K-4)

CERTIFICATION REQUIREMENTS

Psychology 121, preferably prior to the junior year

Completion of any major offered by the College Education 201, 304, 305, 306, 307, 308, 370, 380, 420, 421, 440EM

Completion of courses designated as special fields for the elementary teacher:

1. One course each in methods of teaching art, music, and physical education (Education 401, 402, 403)
2. Two courses in sciences and mathematics: one course in laboratory science (biology recommended) and one course in mathematics (101 or 117 or 118)
3. Two courses in social sciences: one course in history (American recommended) and an additional course in political science, economics, or sociology

EDUCATION

Professor:

Ayse Ilgaz Carden, Acting Chair

Assistant Professor:

Elizabeth R. Spencer

Lecturers:

Revonia R. Bryant (part-time)

Judy Wilson Goddard (part-time)

Gué P. Hudson

Dolores S. Langston (part-time)

4. A program of noncredit directed reading in children's literature (with subsequent evaluation) approved by the Department of Education for the summer before the senior year, or a summer-session course in children's literature

MIDDLE GRADES (4-8)**CERTIFICATION REQUIREMENTS**

Psychology 121, preferably prior to the junior year

Completion of any major offered by the College Education 202, 305, 370, 380, 440EM, 460, 461 Methods courses (Education 304, 306, 307, 308) in areas of concentration

Completion of a primary and a secondary area of concentration The primary area must contain a minimum of 17 semester hours

The primary areas are:

1. **Language Arts.** Concentration must include English 101 and 102 or 103 and 104, and a program of noncredit directed reading in adolescent literature approved by the Department of Education for the summer before the senior year, or a summer-session course in adolescent literature.
2. **Science.** Concentration must include coverage in at least three of the following areas: physics, biology, chemistry, earth science, physical science. (Education 308 will satisfy one of the areas.)
3. **Social Studies.** Concentration must include History 208 or 209 and a program of noncredit directed reading in geography approved by the Department of Education, or a summer-session course in geography.
4. **Mathematics.** Concentration must include Mathematics 118, 150, 314.

The secondary area of concentration must contain a minimum of 13 semester hours. The secondary areas include language arts, science, social studies, mathematics, art, and music.

SECONDARY CERTIFICATION REQUIREMENTS

Psychology 121, preferably prior to the junior year

Completion of a major in one of the five fields approved for certification:

English, foreign language, mathematics, science, social studies

Education 202 (or 201 with permission of the department), 311, 312, 380, 430, 431, 440S.

English majors: Education 305 (required) and 304 (recommended); a program of noncredit directed reading in adolescent literature
Mathematics majors: Mathematics 150, 314
Modern foreign language majors: a course in the culture and civilization of the country whose language is being studied

ELEMENTARY/GENERAL MUSIC CERTIFICATION**REQUIREMENTS**

Courses required for the major in music

Music 205 and 311

Education 201 or 202; 341, 342, 380; 425 or 435; 426 or 436; 440EM or 440S

CHORAL MUSIC CERTIFICATION**REQUIREMENTS**

Courses required for the major in music

Music 205 and 311

Education 202, 341, 342, 343, 380, 435, 436, 440S

Participation in approved mixed choir ensembles

Additional requirements for Elementary/General Music and/or Choral Music certification:

- (1) Four years participation in an ensemble most appropriate to the student's major instrument
- (2) A minimum of two years participation in a vocal ensemble
- (3) At least one ensemble experience in an area that makes use of a secondary performance medium
- (4) A September practicum

201f. (PSYCHOLOGY 209) CHILD PSYCHOLOGY (3)

See Psychology 209 for description.

Prerequisite: Psychology 121

202s. (PSYCHOLOGY 210) ADOLESCENT PSYCHOLOGY (3)

See Psychology 210 for description.

Prerequisite: Psychology 121

203f. (SOCIOLOGY 217) SOCIOLOGY OF EDUCATION (3)

See Sociology 217 for description.

Not offered 1990-91

DEPARTMENT OF EDUCATION

304f. TEACHING OF COMMUNICATION ARTS - ELEMENTARY (3)

Designed to develop special techniques in the teaching of reading, writing, speaking, and listening; and to study materials (including media) used in instruction.
3 LEC, 1-1/2 hours in an elementary classroom per week

305s. TEACHING OF READING - ELEMENTARY (3)

Effective instructional materials and appropriate media and materials for teaching reading. Diagnosis of reading problems and integration of reading with other content areas are included.
3 LEC, 1-1/2 hours in an elementary classroom per week.

306f. TEACHING OF SOCIAL STUDIES -ELEMENTARY (2)

Designed to acquaint the student with methods, materials (including media), and content of the social studies program in the elementary school.
2 LEC, 1 hour in an elementary classroom per week

307s. TEACHING OF MATHEMATICS - ELEMENTARY (3)

Techniques, media, and materials used in teaching mathematics in the elementary school.
3 LEC, 1 hour in an elementary classroom per week

Prerequisite: Mathematics 101 or 117 or 118

308f. TEACHING OF SCIENCE - ELEMENTARY (2)

Techniques, media, and materials used in teaching science in the elementary school.
2 LEC, 1 hour in an elementary classroom per week

Prerequisite: Astronomy 120, 121; or Biology 100, 102, or 105; or Chemistry 101, 101L, 102, 102L; or Physics 110, 111

311s. THE TEACHING PROCESS - SECONDARY (1)

Teaching strategies and instructional media with application in secondary schools.
1 LEC, 1 hour in a secondary classroom per week
Open to majors in English, foreign

languages, social studies, mathematics, and sciences

312f. SPECIAL METHODS OF TEACHING - SECONDARY (2)

Methods, materials, and content of secondary school subject-matter areas. Open to majors in English, foreign languages, social studies, mathematics, and sciences

341f. TEACHING MUSIC IN THE ELEMENTARY SCHOOL (3)

Techniques, media, and materials used in teaching music in the elementary school classroom. Instruction on classroom instruments (e.g., guitar, recorder) is provided.
Prerequisite or corequisite: Music 211, 212
Not offered 1990-91

342s. TEACHING MUSIC IN THE SECONDARY SCHOOL (2)

Techniques, media, and materials used in teaching general music, music appreciation, and music theory in the secondary school classroom.
Prerequisite or corequisite: Music 211, 212
Not offered 1990-91

343s. CHORAL METHODS AND MATERIALS (2)

Techniques, media, and literature used in teaching singing ensembles.
Prerequisite or corequisite: 342; Music 182
Not offered 1990-91

370f. CURRICULUM DEVELOPMENT: THEORY AND PRACTICE (2)

Selected authorities who have investigated two major educational questions: How should a curriculum be determined? What should the curriculum of an educational institution be?
Prerequisite: 304, 305 or 306 or 307 or 308 or 311-312 or permission of the instructor

380f. CHILDREN AND YOUTH WITH SPECIAL NEEDS (3)

Major areas of exceptionality, including identification and teaching of children and youth with such exceptionailities.
2 LEC, 1 hour in a special classroom per week

DEPARTMENT OF EDUCATION

401s. TEACHING ART IN THE ELEMENTARY SCHOOL (2)
Methods, materials, and techniques used in teaching art in the elementary school. Corequisite: 402, 403, 420, 421, 440EM

402s. TEACHING MUSIC IN THE ELEMENTARY SCHOOL (2)
Methods, materials, and techniques used in teaching music in the elementary school. Corequisite: 401, 403, 420, 421, 440EM

403s. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2)
Methods, materials, and techniques used in teaching physical education in the elementary school. Corequisite: 401, 402, 420, 421, 440EM

410f,s. SPECIAL STUDY (2-4)
Supervised study in a selected field of education.

THE PROFESSIONAL SEMESTER

With the permission of the Teacher Education Committee, the professional semester is open to students who have shown appropriate scholastic aptitude and personality traits.

Candidates planning for the professional semester must apply for admission to the teacher education program during the spring semester of the junior year. Applications for admission to the teacher education program may be obtained from the Director of Teacher Education Programs. Candidates must fulfill these minimum requirements to be considered for admission to the teacher education program:

- (1) Cumulative grade-point average of 2.00 or higher
- (2) Grade-point average in major of 2.00 or higher
- (3) No grade lower than C in a course required for certification (no pass/fail in certification courses)
- (4) Appropriate faculty recommendations
- (5) Demonstrated interpersonal behavior necessary for effective teaching

A student who is denied admission to the teacher education program may appeal the decision.

ELEMENTARY SCHOOL
420s. STUDENT TEACHING, ELEMENTARY

CERTIFICATION K-4 (9)
Application for student teaching must be made in the spring semester of the junior year. Prerequisite: Psychology 121; 201, 304, 305, 306, 307, 308, 370, 380; September practicum

Corequisite: 401, 402, 403, 421, 440EM

421s. PROBLEMS SEMINAR FOR ELEMENTARY CERTIFICATION K-4 (2)
Individual and group study of children and of curriculum based on experiences in 420. Corequisite: 420, 440EM

425s. STUDENT TEACHING, ELEMENTARY MUSIC CERTIFICATION (9)
Professional experience for students interested in teaching music primarily in the elementary school classroom. Application for student teaching must be made in the spring semester of the junior year. Prerequisite: 341, 342, 380; September practicum
Corequisite: 426, 440EM

426s. PROBLEMS SEMINAR FOR ELEMENTARY MUSIC CERTIFICATION (2)
Individual and group study of children and of curriculum based on experiences in 425. Corequisite: 425, 440EM

440EMs. AMERICAN EDUCATION (2)
Historical background and current issues in education.
Corequisite: 420-421 or 425-426

MIDDLE SCHOOL

460s. STUDENT TEACHING, MIDDLE SCHOOL CERTIFICATION (4-8) (9)
Application for student teaching must be made in the spring semester of the junior year. Prerequisite: 305, 370, 380; completion of a primary and a secondary area of concentration, and methods courses in areas of concentration
Corequisite: 461, 440EM

461s. PROBLEMS SEMINAR FOR MIDDLE SCHOOL CERTIFICATION (4-8) (2)
Individual and group study of children and

DEPARTMENT OF EDUCATION

curriculum based on experiences in 460.
Corequisite: 460, 440EM

440EMs. AMERICAN EDUCATION (2)

Historical background and current issues in education.

Corequisite: 460, 461

SECONDARY SCHOOL

430s. STUDENT TEACHING, SECONDARY SCHOOL

CERTIFICATION (9)

Application for student teaching must be made in the spring semester of the junior year.

Prerequisite: Psychology 121; 202, 311, 312, 380

Additional prerequisite for English majors: 305

Corequisite: 431, 440S

431s. PROBLEMS SEMINAR (2)

Individual and group study of youth and curriculum based on experiences in 430.

Corequisite: 430, 440S

435s. STUDENT TEACHING, SECONDARY SCHOOL MUSIC CERTIFICATION (9)

Professional experience for students interested in teaching music primarily in the secondary school classroom.

Application for student teaching must be made in the spring semester of the junior year.

Prerequisite: 341, 342, 380; September practicum

Additional prerequisites for choral music students: 343

Corequisite: 436, 440S

436s. PROBLEMS SEMINAR FOR SECONDARY SCHOOL MUSIC CERTIFICATION (2)

Individual and group study of children and curriculum based on experiences in 435.

Corequisite: 435, 440S

440Ss. AMERICAN EDUCATION (2)

Historical background and current issues in education.

Corequisite: 430-431 or 435-436

ENGLISH

Professors:

Bona W. Ball

(on leave Spring and Fall, 1990)

Linda L. Hubert, Chair

Jack L. Nelson

Patricia G. Pinka

Assistant professors:

Christopher Ames

Christine Cozzens

Steven Guthrie

Susan L. Stone (part-time)

Peggy Thompson

Visiting Artist in Creative Writing:

Sandra Deer

The curriculum of the Department of English is constructed to give the student a breadth of knowledge and a depth of understanding of English and American literature. It also provides her with the opportunity to learn to read literature with perception and delight, to write about it critically and imaginatively, and to develop her abilities as a creative writer. Freshman English is a service course for the College in which a student sharpens her writing skills and improves her critical and analytical reading.

A student majoring in English is required to take work in five of six areas: medieval literature and linguistic studies, sixteenth-century English literature, seventeenth- or eighteenth-century English literature, nineteenth-century English literature, twentieth-century literature, and American literature. She has a choice of courses within each area.

In addition to the basic English major, the department offers an interdisciplinary major in English Literature-Creative Writing. Interdisciplinary majors are offered also in Art History-English Literature and in History-English Literature.

With the approval of the department and the Curriculum Committee, a student may design a program of concentrated study in which she emphasizes her major interests in literature and chooses complementary courses from other disciplines. For example, she may plan a program in medieval studies, Renaissance studies, or American studies. The department provides the opportunity for its majors to study at British universities in the junior year and to participate in internships in the senior year.

The Writing Workshop

At the Writing Workshop (located in Buttrick Hall 306), trained student tutors and the workshop director, a faculty member, assist students working on papers or other writing assignments for courses. In a tutorial session the student is encouraged to develop her own ideas and to evaluate how well her writing communicates those ideas. Students may come to the Writing Workshop at any stage of the writing process, from planning and drafting the work to revising and polishing the final version. Tutoring is available daily during the week and is free of charge. The workshop is equipped with word processors for students to use in conjunction with a tutoring session or on their own.

REQUIREMENTS FOR THE MAJOR

One of the following (or equivalent):

211, 212, 213, 214. The department urges students considering a major in English to elect a yearlong survey of British or American literature in the sophomore year. English 101-102 or 103-104 are not included in the hours taken for the major. Six hours in creative writing or advanced composition may be counted towards the major hours.

One course from five of the six areas:

306, 308, 309
313, 314, 316
327, 328, 329, 361, 362
321, 322, 338
331, 332, 333, 334
320, 323, 336

**ENGLISH LITERATURE-
CREATIVE WRITING:**

One of the following (or equivalent):

211, 212, 213, 214

Literature courses required:

306

One of the following: 313, 314, 316

One of the following: 327, 328, 329, 361, 362

Two of the following: 320, 321, 322, 323, 338

or

Two of the following: 331, 332, 333, 334, 336

Creative Writing courses required:

One of the following: 201, 202, 203

One of the following: 341, 342, 345

One of the following: 415, 490

REQUIREMENTS FOR THE MINOR

A minor in English must contain at least 18 hours excluding credits received for freshman composition. The student may

design her own program to reflect a particular interest or emphasis, such as a focus on a genre or literary period. The program must have the approval of the chair of the Department of English.

English 101 and 102 are the basic courses for all other work in the department, except for students admitted to English 103 and 104. A student is admitted to English 103 and 104 by the chair of the department on the basis of the CEEB verbal score, English Achievement Test score, and secondary school record.

**101f,s. LITERATURE AND
COMPOSITION (3)**

Writing of critical and expository papers and the critical reading of literary works by genre. Individual conferences on problems of writing.

**101Lf,s; 102Lf,s. WRITING
LABORATORY (0)**

The Writing Laboratory, which is usually taken in conjunction with English 101 and 102, develops skills that provide a foundation for all written course work at Agnes Scott. The course familiarizes students with the writing process through reading, writing, discussions, word processing exercises, and conferences.

Students work with the instructor on their writing assignments for other courses. Enrollment in the lab is limited and is determined by the Department of English.

**102f,s. LITERATURE AND
COMPOSITION (3)**

Continuation of 101.

Prerequisite: 101

**103f. HONORS LITERATURE
AND COMPOSITION (3)**

Writing of critical papers and an intensive study of selected literary works. Individual conferences.

**104s. HONORS LITERATURE
AND COMPOSITION (3)**

Continuation of 103.

Prerequisite: 103

210s. ADVANCED COMPOSITION (3)

Expository writing for the student

DEPARTMENT OF ENGLISH

who wishes to develop and refine her use of language. A student may specialize in an area of interest such as journalism, science or technical writing, research reports, business writing, or autobiography.

LITERATURE

English 211, 212, 213, or 214 is a prerequisite to the other courses in literature unless a student has received advanced placement credit in literature or unless she has been exempted from taking 200-level courses upon recommendation of her instructor in English 101-102 or 103-104.

204s. ANCESTRAL VOICES (3)

A multi-genre creative writing course which focuses on character and character voice as the generating force of play, story, poem or essay. Offered 1989-90

211f. MAJOR BRITISH WRITERS, c. 1350 to 1674 (3)

A study of major literary texts in historical context and sequence. Writers include Chaucer, Spenser, Shakespeare, Donne, and Milton.

212s. MAJOR BRITISH WRITERS, 1674 TO THE PRESENT (3)

A continuation of English 211. Writers will be chosen from a group including Swift, Pope, Austen, Wordsworth, Keats, Tennyson, Browning, Yeats, and Eliot.

213/331f. MAJOR AMERICAN WRITERS I (3)

A study of selected writers in context, from the colonial period to the American Renaissance. Writers include Bradstreet, Poe, Irving, Emerson, Thoreau, Hawthorne, and Melville. Students may take this course on either the 200 level or the 300 level – not both. Students in both levels will meet at the same time, but advanced students will be required to do work of greater sophistication and difficulty.

214s. MAJOR AMERICAN WRITERS II (3)

A study of selected writers of the second half of the nineteenth century and the first half of the twentieth. Special emphasis on Dickinson, Twain, James, Wharton, Frost, Hemingway, and Faulkner.

English 211, 212, 213, or 214 is a prerequisite to the other courses in literature unless a student has received advanced placement credit in literature or unless she has been exempted from taking 200-level courses upon recommendation of her instructor in English 101-102 or 103-104.

250s. LITERATURE AND SOCIETY IN MEDIEVAL ENGLAND

Survey of Middle English genres, with emphasis on lyric, satire and drama, but including one narrative sample from Chaucer, samples of semi-literary forms such as the pattern of language change between the eleventh and fifteenth centuries. Prerequisite: Any 200-level English literature course or permission of the instructor. Students are encouraged to take English 211 (Major British Writers, c. 1350 to 1674), English 306 (Chaucer), or English 308 (History of the English Language). Offered Summer 1990

301f. PROSODY (1)

A close study of metrics and other aspects of form in poems. Offered in 1991-92 and alternate years

306f. CHAUCER (3)

The Canterbury Tales and selected pre-Canterbury works.

308s. HISTORY OF THE ENGLISH LANGUAGE (3)

The origins and development of the language, from Anglo-Saxon to modern English. Offered 1991-92 and alternate years

309s. DANTE (3)

The Divine Comedy in translation. Offered 1990-91 and alternate years

313f. SHAKESPEARE (3)

The comedies and histories.

314s. SHAKESPEARE (3)

The tragedies.

316f. SPENSER AND THE SIXTEENTH CENTURY (3)

Spenser's major poetry augmented with selections from Sidney and other sixteenth-century poets. Offered 1991-92 and alternate years

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| 317SE. LITERATURE OF THE RENAISSANCE | (3) |
| A study of the culture of the Renaissance as reflected in its literature. Writers include Shakespeare, Spenser, Sidney, Bacon, Wyatt, Jonson, Donne, Herbert, Jeremy Taylor, Launcelot Andrewes, and the sonneteers. | |
| Not offered 1990-91 | |
| 318f. POETRY AND PROSE OF THE SEVENTEENTH CENTURY | (3) |
| Emphasis on the writings of Donne, Jonson, Herbert, Herrick, Marvell, Bacon, and Browne. | |
| Offered 1990-91 and alternate years | |
| 319s. MILTON | (3) |
| Most of the English poetry and selections from the prose. | |
| 320f. MODERN POETRY | (3) |
| Selected British and American poets of the twentieth century. Writers include Eliot, Yeats, and Pound. | |
| 321f. POETRY OF THE ROMANTIC PERIOD | (3) |
| Primary emphasis upon the poetry of Wordsworth, Coleridge, and Keats, along with selected poems of Shelley and Byron. | |
| 322s. POETRY OF THE VICTORIAN PERIOD | (3) |
| Tennyson, Browning, Arnold, and Hopkins. | |
| Offered 1990-91 and alternate years | |
| 323s. MODERN AND CONTEMPORARY DRAMA | (3) |
| A selection of plays by playwrights from Ibsen to the present, with concern for the relationship between text and performance. | |
| Offered 1990-91 and alternate years | |
| 327. AGE OF SATIRE | (3) |
| Political, social, and literary satires; augmented by early novels, religious and philosophic verse, and literary criticism. Writers include Dryden, Addison, Swift, Deofe, Finch and Pope. | |
| Offered 1990-91 and alternate years | |
| 328. NOVELS AND NONFICTION PROSE OF THE LATE EIGHTEENTH CENTURY | (3) |

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| Writers include Fielding, Richardson, Sterne, Burney, Boswell, Johnson and Austen. | |
| Offered 1990-91 and alternate years | |
| 329s. SEVENTEENTH- AND EIGHTEENTH-CENTURY DRAMA | (3) |
| A survey of the works of significant dramatists including Webster, Jonson, Middleton, Dryden, Behn, Congreve, and Sheridan. | |
| Offered 1991-92 and alternate years | |
| 331f. See ENGLISH 213 | |
| 332f. REALISM AND NATURALISM IN AMERICAN LITERATURE | (3) |
| Emphasis on figures writing from 1880 to 1920, who express the dominant literary modes of the time, with attention to their influence on later writers. Authors include Twain, James, Wharton, O'Neill, Crane, and others. | |
| Offered 1990-91 and alternate years | |
| 333s. TWENTIETH-CENTURY AMERICAN FICTION | (3) |
| Focus on fiction from 1920 to the present, including the work of such writers as Hemingway, Fitzgerald, Ellison, Malamud, Oates, and others. | |
| Offered 1990-91 and alternate years | |
| 334f. SOUTHERN LITERATURE | (3) |
| Readings in the literature of the American South of the twentieth century with emphasis on such figures as Ransom, Faulkner, Warren, O'Connor, Welty, and Walker. | |
| Offered 1991-92 and alternate years | |
| 336s. THE MODERN BRITISH NOVEL | (3) |
| Selected modern novels with emphasis on Joyce, Lawrence, and Woolf. | |
| 338s. THE ENGLISH NOVEL FROM THE BRÖNTES TO HARDY | (3) |
| Emphasis on the novels of the 1840s and 1850s along with those that look toward the twentieth century. | |
| Offered 1990-91 and alternate years | |
| 405s. SEMINAR | (3) |
| Not offered 1990-91 | |

DEPARTMENT OF ENGLISH

410f.s. SPECIAL STUDY (2-4)

Selected texts to meet the interests of individual students.

490f.s. INDEPENDENT STUDY IN ENGLISH OR AMERICAN LITERATURE (4-8)

CREATIVE WRITING

201s. NARRATIVE WRITING (3)

Principles and forms of narrative writing. Illustrative readings and frequent writing. Prerequisite: permission of the instructor

202f. POETRY WRITING (3)

Principles of the poet's craft, through illustrative readings and frequent writing in both fixed and open forms.

Prerequisite: permission of instructor

203f. (THEATRE 203) PLAYWRITING (3)

See Theatre 203 for description.

Prerequisite: permission of the instructor

205f. WRITING FICTION (3)

Guest-taught workshop in the writing of fiction, designed to make participants better readers as well as writers. Focus on providing structure for new projects or assistance with works-in-progress.

Offered 1990-91

341f. WRITING WORKSHOP: FICTION (3)

Guidance in revising and preparing material. Individual conferences and group workshop sessions.

Prerequisite: 201

342s. POETRY WORKSHOP (3)

Presentation and discussion of student work, with additional resources (readings, poetic exercises) as needed.

Prerequisite: 202 or permission of the instructor

345s. (THEATRE 345) PLAYWRITING WORKSHOP (3)

See Theatre 345 for description.

Prerequisite: 203 or permission of the instructor

415f.s. ADVANCED CREATIVE WRITING (3)

Individual conferences with emphasis on sustained creative writing projects in poetry, fiction, or drama.

Prerequisite: 341, 342, 345 or permission of the instructor

490f.s. INDEPENDENT STUDY IN CREATIVE WRITING (4-8)

FRENCH

Professor:

Regine P.A. Reynolds-Cornell, Chair

Associate professors:

Christabel P. Braunrot

Huguette D. Chatagnier

Assistant professor:

Rosemary Eberiel

Instructor:

Christel T. Scott (part-time)

The Department of French has as its goals accuracy and fluency in the written and spoken language as well as knowledge and appreciation of the literature and culture of France.

New students electing French will, with very few exceptions, be asked to take a placement test. Students placing at the level of French 235 will have satisfied the Specific Standard of the intermediate level of a foreign language. Either of the two intermediate courses, French 201 or 203, also satisfies that Specific Standard.

A French literature course on the 300 level satisfies the Distributional Standard of literature in the language of its composition. French 235 is the prerequisite for all French literature courses but does not satisfy the Distributional Standard of literature in the language of its composition.

Students, if qualified, may spend the junior year in France on an approved program. Interested students should consult the department chair early in the sophomore year.

An assistant comes from France each year to live on the French Hall with students interested in perfecting their French and in knowing more about France today. She joins students in the dining hall around a "table française," with students at all levels of French proficiency.

The department recommends for the French major the following electives in other departments: History 100, 309; Classics 309, 310; English 211; Art 103, 308; Philosophy 206, 209, 210; another foreign language.

REQUIREMENTS FOR THE MAJOR

235, 305, 306, 336, 357, or 372, and a minimum of 8 additional hours on the 300 level. These elective courses should be representative of various centuries and genres.

Entering students whose foreign language proficiency is equivalent to one year of foreign language at the college level need 27 additional hours of foreign language credit above the 100 level to satisfy the requirements for a major; students entering with the equivalent of two years of foreign language at the college level need 24 additional hours above the Agnes Scott College intermediate level. This applies only to those students declaring a major in a foreign language and remaining in that major until graduation.

REQUIREMENTS FOR THE MINOR

A minimum of 18 hours of courses beyond French 102. The recommended sequence: French 201, 203, 305, 306, 308.

Students exempting French 201 will take French 207. Students may also register for Translation or Business French courses at an approved institution.

The French Department strongly recommends a 4-week Intensive Summer Session at the Centre International de l'Université de l'Ouest in Angers whose courses will satisfy any of the required courses listed above, subject to approval by the chair of the department.

The needs of each student will be examined individually by the chair of the department.

101f. ELEMENTARY FRENCH (4)

For students who begin French in college. Introduction to the French language and culture. Four class periods followed by a session of oral practice.

102s. ELEMENTARY FRENCH (4)

Continuation of 101; 101 and 102 are the equivalent of two years of secondary school preparation.

105s. INTRODUCTION TO FRENCH PHONETICS (1)

Prerequisite: 101 or permission of instructor

201f,s. INTERMEDIATE (5)

Practice in the aural, oral, and written use of the language. Training in the essentials of grammar. Study of some representative types of French literature.

203f,s. ADVANCED INTERMEDIATE (5)

This course includes a thorough grammar review and an introduction to selected literary works.

Prerequisite: 201

207f,s. INTERMEDIATE FRENCH CONVERSATION (2)

Prerequisite: 201 or 203 with a grade of B- or above

235f,s. READINGS IN FRENCH LITERATURE (4)

This course develops reading and writing skills through an introduction to literary texts by genre from the Middle Ages to the present.

Prerequisite: 203

Does not satisfy the Distributional Standard of literature in the language of its composition.

305f. ADVANCED FRENCH LANGUAGE STUDY (3)

Composition, stylistics, translation.

Prerequisite: 235

Does not satisfy the Distributional Standard of literature in the language of its composition.

306s. ADVANCED FRENCH LANGUAGE STUDY (3)

Phonetics, conversation.

Prerequisite: 235

Does not satisfy the Distributional Standard of literature in the language of its composition.

308. FRANCE SINCE 1945 (2)

A study of France since World War II, with emphasis on contemporary French society.

Prerequisite: 305

Offered 1991-92 and alternate years

Does not satisfy the Distributional Standard of literature in the language of its composition.

DEPARTMENT OF FRENCH

336s. SEVENTEENTH-CENTURY FRENCH LITERATURE (3)

"*L'Age d'or*" (Classicism). Selected words of Descartes, Corneille, Pascal, Molière, Racine, and others.

340s. MEDIEVAL FRENCH LITERATURE (3)

A study in modern French of *La Chanson de Roland*, *Tristan*, *Marie de France*, *Chrétien de Troyes*, the *Fabliaux*, *Le Roman de Renard*, *Le Roman de la Rose*, and selected dramatic words.

Offered 1990-91 and alternate years

356s. THE NINETEENTH-CENTURY FRENCH NOVEL (3)

Offered 1991-92 and alternate years

357f. THE TWENTIETH-CENTURY FRENCH NOVEL (3)

Selections from major fiction spanning the twentieth century.

Offered 1990-91 and alternate years

360s. EIGHTEENTH-CENTURY FRENCH LITERATURE (3)

Selected works from the fiction, theatre, and philosophical writings of the "Siècle des Lumières."

Offered 1990-91 and alternate years

371s. A SURVEY OF FRENCH POETRY FROM THE MID-NINETEENTH CENTURY TO THE PRESENT (3)

Offered 1991-92 and alternate years

372f. CONTEMPORARY FRENCH DRAMA (3)

Offered 1991-92 and alternate years

380f. POETRY AND PROSE OF THE FRENCH RENAISSANCE (3)

With particular attention to *Du Bellay* and *Ronsard*, *Rabelais*, and *Montaigne*. Offered 1991-92 and alternate years

383f. FRENCH ROMANTICISM (3)

The Romantic movement in the novel, theatre, and poetry of the nineteenth century. Offered 1990-91 and alternate years

410f.s. SPECIAL STUDY (2-4)

Supervised to meet the needs of individual students.

490f.s. INDEPENDENT STUDY (4-8)

Qualified students may elect to participate in an Independent Study Program during their senior year.

Approval by the French Department and the Committee on Independent Study is necessary.

GERMAN

Professor:

Gunther Bicknese, Chair

Associate professor:

Ingrid E. Wieshofer

Each course offered emphasizes the communication skills of understanding, speaking and writing German. Cultural as well as linguistic aspects of the German-speaking world are in all classes at all levels. A wide selection of classical and contemporary literary works are read in intermediate and advanced courses.

German is the language of instruction in all literature and culture courses. Majors, minors and other interested students are encouraged to live on the College's German Hall where they can practice their German, aided by a resident teaching assistant from Germany. They are also invited to join the German Club and the German lunch table. The opportunity to study abroad is offered to qualified students; they may participate in a one or two semester exchange program with the University of Mainz at Germersheim.

Students considering a double major should consult with the department chair as early as possible.

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:

100, 101, 200, 201, 210, 212, 214, 222, 401
12 hours of the following: 301, 305, 306, 309, 310, 313, 350

Entering students whose foreign language proficiency is equivalent to one year of foreign language at the college level need 27 additional hours of foreign language credit above the 100 level to satisfy the requirements for a major; students entering with the equivalent of two years of foreign language at the college level need 24 additional hours above the Agnes

Scott College intermediate level. This applies only to those students declaring a major in a foreign language and remaining in that major until graduation. Courses recommended for the major: Basic courses in European history

REQUIREMENTS FOR THE MINOR

18 hours above the 100 level. While most of a student's courses will be on the 200 level, departmental approval may be given for appropriate 300 level courses.

100f. ELEMENTARY GERMAN (4)

Emphasis on speaking and on understanding spoken German, with a sound basis of grammar. Reading and discussion of simple texts.

101s. ELEMENTARY GERMAN (4)

Continuation of 100.

200f. INTERMEDIATE GERMAN (3)

Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts.

Prerequisite: 101 or equivalent

201s. INTERMEDIATE GERMAN (3)

Continuation of 200.

210f. COMPOSITION (3)

A practical course designed to develop fluency in writing German.

Prerequisite: 201

212f. CONVERSATION (2)

A practical course designed to develop fluency in oral communication.

Prerequisite: 201 or equivalent

214s. PHONETICS (1 or 2)

Theoretical and practical aspects of German pronunciation with intensive drills.

Prerequisite: 101 or permission of the department

215f. (MUSIC 215) GERMAN CIVILIZATION AND MUSIC I (4)

Reading and lectures on German culture with emphasis on music.

Not offered 1990-91

216WG. (MUSIC 216) GERMAN CIVILIZATION AND MUSIC II (2)

Lectures on German culture and civilization with travel to Berlin, Leipzig,

Dresden, Prague, Vienna, and Munich.
Prerequisite: 215 (Music 215)
Not offered 1990-91

222s. INTRODUCTION TO LITERATURE (4)

Emphasis is on lyric poetry in the nineteenth and twentieth centuries, a nineteenth-century Novelle, and a contemporary novel.

Prerequisite to all 300-level literature courses
Prerequisite: 201 or equivalent

224s. GERMAN LANGUAGE AND CULTURE (2 or 3)

A course designed for the development of a greater skill in use of contemporary German.
Prerequisite: 210, 212 or permission of the department

German 222 is prerequisite to all 300-level literature courses.

301f. GOETHE'S FAUST (3)

An intensive study of Part I and highlights from Part II.

305f. CONTEMPORARY DRAMA (2 or 3)

Emphasis on Brecht's epic theatre and contemporary Swiss playwrights.
Offered 1991-92 and alternate years

306s. FRANZ KAFKA (2 or 3)

Discussion of major short stories and selections from the novels.
Offered 1990-91 and alternate years

309f. HISTORY OF GERMAN CIVILIZATION (2 or 3)

Major trends from the Middle Ages to World War II.
Offered 1991-92 and alternate years

310s. GERMAN LIFE AND THOUGHT (2 or 3)

Society and culture in the contemporary German-speaking world.
Prerequisite: 309
Offered 1991-92 and alternate years

313s. DRAMA AND NOVELLE OF THE NINETEENTH CENTURY (4)

Reading of representative Novellen and dramas from Kleist to Hauptmann.
Offered 1991-92 and alternate years

GLOBAL AWARENESS

350f.s. ADVANCED READING (2 or 3)

Subject matter chosen according to student interest and needs.

401s. HISTORY OF GERMAN LITERATURE (4)

Literary trends from the Middle Ages to the present as exemplified by representative works of the various periods. Offered 1990-91 and alternate years

490f.s. INDEPENDENT STUDY (4-8)

Independent research is arranged under the supervision of a member of the department. Results are presented both orally and in writing.

200) in the fall semester (see below). This course features an interdisciplinary study of global issues while preparing students for their January overseas experiences. The second course, "Global Awareness Experience" (GA 201), begins with three to four weeks abroad during the winter break. Students travel in groups of 10 to 20, led by an Agnes Scott faculty member, to the country they studied in the fall. A highlight of the January program is a homestay during which students live with local families. After their return to the Agnes Scott campus, the course continues with a spring semester seminar, which provides the setting for students to complete individual projects and evaluate their experiences.

The travel destinations vary from year to year. In January 1990, the options were Mexico, Germany, France, and Hong Kong. An important feature of this program is the opportunity for students to live and study in a community where they can utilize their foreign language skills.

GLOBAL AWARENESS

Director: George T. Brown Jr.

In a world that is increasingly interdependent, "global awareness" is no longer a luxury - it should be a fundamental component of any liberal arts education. Through Agnes Scott's Program for Global Awareness, students develop a better understanding of their own cultural values as well as an appreciation for the physical and cultural diversity of our world.

The Program for Global Awareness has as its foremost goal enabling every Agnes Scott student, regardless of her academic interests or financial circumstances, to live and study in another culture as part of her college education. For this purpose, the College provides two kinds of study-abroad opportunities.

1. Global Awareness Experience: The College offers an introductory global awareness program that combines classwork in the fall and spring semesters with a January travel experience. This program is considerably less expensive than traditional study-abroad courses and was offered in 1989-90 at a cost of \$750 for the travel portion. While the program is available to all students who have been at Agnes Scott at least one semester, it is particularly recommended for sophomores as one of their liberal arts electives.

Students interested in this option begin by taking "Global Awareness Concepts" (GA

2. Specialized Study Abroad. Each year the College sponsors one or more specialized study-abroad programs during the summer or the January break. These feature courses taught by Agnes Scott faculty members. Each program carries special fees generally ranging between \$2,000 and \$4,000. A limited number of Global Awareness scholarships are available for students with demonstrated financial need. The following programs are tentatively scheduled for 1990 and 1991: July 1990: Medieval England (6 credits) June 1991: The Classics in Greece and Italy (6 credits)

In addition to the programs sponsored by Agnes Scott College, some students choose to participate in a semester or year abroad through another college or university (see Junior Year Abroad).

Other Global Awareness Activities

Besides providing study-abroad opportunities, the Program for Global Awareness seeks to expand students' knowledge of our global community through:

- on-campus global issues programs
- activities involving Agnes Scott's international students who come from all regions of the world.
- interaction with Atlanta's growing international sector
- internships with an international flair, which provide preparation for business or social service careers.

For information on current or future Global Awareness programs, contact the Program for Global Awareness, (404) 371-6228.

200f. GLOBAL AWARENESS CONCEPTS (3)

Concepts and theories of culture, cultural diversity, and cross-cultural communications. Discussion of selected themes common to the study of cultures. Preparation for January study-abroad experience. Interdisciplinary perspectives from the social sciences, natural sciences, humanities, and fine arts. Faculty members include those leading the study-abroad groups. Prerequisite: 12 hours of Agnes Scott credit. Normally taken as preparation for 201

201 (January/Spring). GLOBAL AWARENESS EXPERIENCE (3)

January study-abroad experience with follow-up spring seminar. Students travel in small groups to a host-country where they experience a new culture, living in local homes. Emphasis on individual living/learning experiences under supervision of Agnes Scott faculty member. Spring seminar (one hour per week) integrates cross-cultural theory and experience. Basic language skills required in most cases. Destinations in Europe, Africa, Asia, and Latin America vary from year to year. Prerequisite: 200. Special fees required for January travel

seeks to deepen appreciation of the achievements and contributions of people from outside their own cultural tradition.

The study of history provides a perspective from which standards that happen to be in vogue in our own day may be seen and judged. By challenging us to understand people who were very different from ourselves, it teaches tolerance and open-mindedness. History students are required to read widely, to think critically, and to strengthen their skills in research and writing. The historical knowledge they acquire provides a framework and a context in which insights from other disciplines — art, literature, philosophy to name just a few — may be placed and considered. In this sense, history could claim to be one of the foundation disciplines of a liberal education, bringing coherence and continuity to information that might otherwise be fragmented and disjointed.

Members of the History Department believe that their courses should be accessible to all students in the College; accordingly, there are no prerequisites for any course in history.

REQUIREMENTS FOR THE MAJOR

101 and 102 or 110 and 111

A minimum of eight courses beyond the 100 level, only one of which may be at the 200 level

At least one course from each of the following groups:

Early European History: 301, 303, 305, 306, 307, 371, 373

Modern European History: 309, 311, 313, 314, 316, 322

United States History: 325, 327, 329, 334, 337, 338, 339

Non-Western History: 352, 353, 354, 358, 359

An appropriate course below the 300 level may be substituted to satisfy one of the groups. Cross-listed courses taught outside the department may not be used to satisfy the minimum requirements for the major.

REQUIREMENTS FOR THE MINOR

A minor in history must contain at least 21 hours of work in history. At least fifteen of those hours must be above the 100-level. The program must reflect a degree of thoughtful planning and coherence.

The program must have the approval of the chair of the Department of History.

HISTORY

Professors:

Michael J. Brown, Chair

Penelope Campbell

Associate professor:

Katharine D. Kennedy

Assistant professor:

Suzanne M. Hall

The central purpose of the history curriculum is to give to students who come from a variety of cultural traditions an understanding of the heritage that has been forged for them over many centuries. At the same time, by offering courses in both western and non-western history, it

DEPARTMENT OF HISTORY

101f. THE EMERGENCE OF MODERN EUROPEAN CIVILIZATION (3)
A survey of the history of Europe from the Middle Ages to the end of the French Revolution.

102s. THE EMERGENCE OF MODERN EUROPEAN CIVILIZATION (3)
A survey of the history of Europe from the early nineteenth century to the present.

110f. INTRODUCTION TO THE ASIAN WORLD (3)
The major civilizations on the Asian continent from the Mediterranean to Japan before the twentieth century.

111s. THE ASIAN WORLD IN MODERN TIMES (3)
The history and politics of Asian societies and their interaction with the West in the twentieth century.

208f. THE UNITED STATES TO 1876 (3)
A general survey of the history of the United States from the colonial origins through Reconstruction.

209s. THE UNITED STATES SINCE 1876 (3)
A general survey of the history of the United States since Reconstruction.

212f. THE HISTORY OF ENGLAND (3)
The social and political development of the English people from the Anglo-Saxon centuries through the civil wars of the seventeenth century.

213s. THE HISTORY OF ENGLAND (3)
The experiences of the English people from the reign of King Charles II to the reign of Queen Elizabeth II.

270s. SOCIAL HISTORY OF MEDIEVAL ENGLAND (3)
The material life, family structure, religion, education, warfare, and architecture of the middle ages in England. Study at selected historical sites in England, Wales and Normandy.
Offered Summer 1990

301s. (CLASSICS 351) STUDIES IN GREEK HISTORY (3)
See Classics 351 for description.
Offered 1991-92 and alternate years

303f. (CLASSICS 352) STUDIES IN ROMAN HISTORY (3)
See Classics 352 for description.
Offered 1990-91 and alternate years

305f. MEDIEVAL CIVILIZATION (3)
The emergence of European cultural traditions, political institutions, and social organization between the decline of the Roman Empire and the end of the High Middle Ages.

306s. THE RENAISSANCE (3)
The civilization of Italy and of Northern Europe from the time of Dante to the time of Shakespeare.
Offered 1990-91 and alternate years

307s. THE REFORMATION (3)
Changes in church, state, and society from the time of Luther to the end of the wars of religion.
Offered 1991-92 and alternate years

309f. THE FRENCH REVOLUTION AND NAPOLEON (3)
The causes and events of the French Revolution and its impact upon Europe; the career of Napoleon Bonaparte.

311s. NINETEENTH-CENTURY EUROPE (3)
Europe from the Congress of Vienna to the eve of World War I with emphasis on industrialization, liberalism, nationalism, and imperialism.

313f. EUROPE FROM 1914 TO 1945 (3)
World War I, the Russian Revolution, Nazism, the interwar years, and World War II with emphasis on ideology, politics, and diplomacy.

314s. (POLITICAL SCIENCE 314) EUROPE SINCE 1945 (3)
Social, economic, and cultural change and foreign affairs in Western Europe, Eastern Europe, and the Soviet Union.

316f. EUROPEAN INTELLECTUAL HISTORY SINCE THE ENLIGHTENMENT (3)

Rational and Romantic responses to the Enlightenment by major thinkers of the nineteenth and twentieth centuries. Offered 1991-92 and alternate years

317f. RUSSIAN CULTURE IN THE NINETEENTH CENTURY (3)

Cultural and intellectual developments in Russia from the reign of Alexander I to the outbreak of the 1917 revolution. Not offered 1989-90

318s. EUROPEAN NATIONALISM IN THE NINETEENTH AND TWENTIETH CENTURIES (3)

A study of different nationalisms, including among others, Irish separatism, Zionism, and the nationalist fascisms of Italy, Germany, Spain, and Portugal. Not offered 1989-90

322f. WOMEN IN MODERN EUROPEAN HISTORY (3)

The changing roles of European women at home, at work, in public life, and in the arts from the Renaissance to the present.

325s. THE AMERICAN REVOLUTION AND EARLY NATIONAL PERIOD, 1763-1815 (3)

The severance of the political, social, and economic ties with England and the development of a national identity. Offered 1990-91 and alternate years

327f. CIVIL WAR AND RECONSTRUCTION (3)

The outbreak of the Civil War; the war years; the political, economic, and social consequences to 1876.

Offered 1990-91 and alternate years

329f. THE NEW SOUTH (3)

Political, economic, and cultural changes in the South since the Civil War.

334s. (POLITICAL SCIENCE 332) THE UNITED STATES FROM 1914 TO 1945 (3)

World War I, the New Era of the 1920s, the

New Deal, and World War II. Offered 1991-92 and alternate years

337f. INTELLECTUAL HISTORY OF THE UNITED STATES (3)

The course of American thought from the ratification of the Constitution to the present. Offered 1991-92 and alternate years

338s. (POLITICAL SCIENCE 340) THE UNITED STATES SINCE 1945 (3)

Domestic change and international involvements since World War II. Offered 1990-91 and alternate years

339s. TOPICS IN AMERICAN POLITICAL BIOGRAPHY (3)

Offered 1991-92 and alternate years

340s. (POLITICAL SCIENCE 328) U.S.-LATIN AMERICAN RELATIONS (3)

See Political Science 328 for description.

352s. (POLITICAL SCIENCE 352) SOUTHEAST ASIA (3)

Political and cultural development of the region between the Indian subcontinent and China, including western colonial control and the independence struggle; emphasis on the twentieth century.

Offered 1990-91 and alternate years

353s. SOUTH ASIA (3)

History of the Indian Subcontinent from ancient times to the present, with particular attention to British rule, the independence movement, and contemporary public issues in Pakistan, India, and Bangladesh.

Offered 1989-90 and alternate years

354f. TOPICS IN AFRICAN AND ASIAN HISTORY (3)

Southern Africa in Modern Times: A study of the historical evolution of South Africa, Zimbabwe and other major nations of Southern Africa.

Offered 1990-91 and alternate years

356s. THE UNITED STATES AND CHINA (3)

American-Chinese relations from Washington to Nixon; American interests and Chinese responses during

DEPARTMENT OF HISTORY

the last two centuries.

Offered 1990-91 and alternate years

Not open to students who studied this subject as a topic under 354.

357s. THE UNITED STATES AND JAPAN (3)

The historical relationship from Admiral Perry to President Nixon.

Offered 1991-92 and alternate years

Not open to students who studied this subject as a topic under 354.

358f. SUB-SAHARAN AFRICA TO WORLD WAR I (3)

Pre-colonial civilization, western penetration, and European conquest.

359s. (POLITICAL SCIENCE 359) SUB-SAHARAN AFRICA IN THE TWENTIETH CENTURY (3)

Colonial rule, independence, and the tasks confronting developing nations.

371f. ENGLAND UNDER THE TUDORS (3)

The history of England from 1485 to 1603 with emphasis upon the break from Rome under Henry VIII and the beginning of England's imperial role under Queen Elizabeth I.

Offered 1991-92 and alternate years

373s. ENGLAND UNDER THE STUARTS (3)

The history of England in the seventeenth century, emphasizing the religious, social, and political concepts carried to America by the early colonists.

Offered 1990-91 and alternate years

357SE. SOCIAL HISTORY OF RENAISSANCE ENGLAND (3)

The art, architecture, religion, education, amusements, thought, and mode of life of the Elizabethans.

Not offered 1990-91

410f,s. SPECIAL STUDY (2-4)

Supervised study in some field or period of history.

490f,s. INDEPENDENT STUDY (4-8)

Independent research under the supervision of a member of the department.

INTER-DISCIPLINARY MAJORS & COURSES

The College offers ten established interdisciplinary major programs: Art History-English Literature, Art History-History, Biology-Psychology, English Literature-Creative Writing, History-English Literature, International Relations, Latin American Studies, Mathematics-Physics, Physics-Astronomy, and Sociology-Anthropology. A student interested in other interdisciplinary work may design her own major in consultation with the associate dean of the College.

COURSES:

INTD 100s. INFORMATION SCIENCE (3)

A conceptual framework for using microcomputers as significant information machines for the realization of ideas.

INTD 401s. ISSUES IN SCIENCE AND TECHNOLOGY (3)

An integrative examination of motivation and impact related to scientific and technological advances.

MAJORS:

ART HISTORY-ENGLISH LITERATURE

Advisors:

Professor McGehee, Chair, *Department of Art*
Professor Hubert, Chair, *Department of English*

This major provides an integrated study of art history and literature with concentration in specific historical periods. Students will offer a minimum of 21 semester hours in art and 15 semester hours in English and American literature above the 200 level. Other courses may be elected in art history, studio art, and English and American literature not to exceed a combined total of 60 semester hours.

BASIC COURSES REQUIRED

English 101 and 102 or 103 and 104
Art History 102, 103
Studio Art 161

REQUIRED COURSES IN HISTORICAL PERIODS

ANCIENT

One of the following courses in art history: Art 201, 301, or a related 320 topic with permission of the department chair

MEDIEVAL AND EARLY MODERN EUROPEAN

One of the following courses in art history: Art 202, 203, 204, 205, 206, 302, 304, 306, or a related 320 topic with permission of the department chair

One course in medieval literature: English 305, 306

One course in Renaissance literature: English 313, 314, 316

One course in seventeenth- and eighteenth-century literature: English 327, 328, 329, 361, 362

AMERICAN AND MODERN EUROPEAN

Two of the following courses in art history: Art 207, 208, 307, 308, 309, or a related 320 topic with permission of the department chair

Two of the following courses in literature: English 320 or 323 or 336, 321 or 322 or 338, 332 or 333 or 334

ART HISTORY-HISTORY

Advisors:

Professor McGehee, Chair, Department of Art
Professor Brown, Chair, Department of History

The purpose of this major is to provide the student with a general knowledge of Western history, art history, and the fundamentals of studio art; and with the opportunity for a more detailed study of these subjects in specific historical periods. Prescribed courses in the Departments of Art and History total 42 hours, including 21 hours in art and 21 hours in history. The student will offer in addition at least another 3 hours of history at the 300 level in order to present a minimum of 18

hours in advanced history courses. Other courses may be elected in art history and studio art, not to exceed a combined total of 60 semester hours.

BASIC COURSES REQUIRED

History 101 and 102
Art 102 and 103
Art 161

REQUIRED COURSES IN HISTORICAL PERIODS

ANCIENT

One of the following courses in art history: Art 201, 301, or a related 320 topic with permission of the department chair

One of the following courses in history: History 301, 303

MEDIEVAL AND EARLY MODERN EUROPEAN

One of the following courses in art history: Art 202, 203, 204, 205, 206, 302, 304, 306 or a related 320 topic with permission of the department chair

Two of the following courses in history: History 305, 306, 307

AMERICAN AND MODERN EUROPEAN

Two of the following courses in art history: Art 207, 208, 307, 308, 309 or a related 320 topic with permission of the department chair

One of the following courses in history: History 311, 313, 314, 316

One of the following courses in history: History 325, 334, 337, 338

BIOLOGY-PSYCHOLOGY

Advisors:

Professor Pilger, Chair, Department of Biology

Professor Carden, Chair, Department of Psychology

This major is offered to provide an integrated study of the behavior of humans and other animals. Students will offer a minimum of 24 semester hours in biology and 18 in psychology, as well as the one-hour interdisciplinary seminar. Other courses may be elected in the two fields, not to exceed a combined total of 60 semester hours.

INTERDISCIPLINARY MAJORS

BASIC COURSES REQUIRED

Biology 100, 105
Psychology 121
Biology 200, 204, 206, 300, 305, 481
(Psychology 481)
Psychology 220, 306, 307, 405, 481
(Biology 481)
Chemistry 101, 101L, 102, 102L

SUGGESTED COURSES:

Biology: 208, 302, 306
Psychology: at least one course in each of the following areas of psychology:
Social 130, 305
Personality and Abnormal 310, 312, 316, 406
Developmental 209, 210, 324

It is strongly recommended that students who plan to pursue graduate work combining these two fields take Chemistry 202 with laboratory.

ENGLISH LITERATURE- CREATIVE WRITING

Advisor:

Professor Hubert, Chair, Department of English

This major offers an opportunity for students to work extensively in both literature and creative writing. This major is described under the Department of English.

HISTORY-ENGLISH LITERATURE

Advisors:

Professor Brown, Chair, Department of History

Professor Hubert, Chair, Department of English

This major is offered to provide an integrated study of history and literature. Students will offer a minimum of 15 semester hours in European, English, and American history above the 100 level and 15 semester hours in English and American literature above the 200 level. Other courses may be elected in history and literature, not to exceed a combined total of 60 semester hours, and in appropriate correlative studies.

BASIC COURSES REQUIRED

English 101 and 102 or 103 and 104
History 101 and 102 or 208 and 209 or 212 and 213

REQUIRED COURSES IN HISTORICAL PERIODS

MEDIEVAL AND EARLY MODERN EUROPEAN

Two of the following:
History 305, 306, 371, 373
One of the following:
English 305, 306
One of the following:
English 313, 314, 316
One of the following:
English 327, 328, 329, 361, 362

Appropriate correlative studies: Art 308, Art 309, Bible 352, Music 302, Philosophy 206, Philosophy 209, Philosophy 310, Theatre 308

AMERICAN AND MODERN EUROPEAN

One of the following: History 311, 313, 314, 316
Two of the following: History 325, 329, 334, 337, 338
Two of the following: English 320 or 323 or 336; 321 or 322 or 338; 331 or 332 or 333 or 334
Appropriate correlative studies: Art 304, Art 305, Bible 110, Bible 307, Music 205, Music 304, Music 305, Philosophy 305, Philosophy 308, Theatre 310, Theatre 312, Theatre 314

MATHEMATICS - ECONOMICS

Advisors:

Associate Professor Leslie, Chair, Department of Mathematics

Associate Professor E. Johnson, Chair, Department of Economics

REQUIREMENTS FOR THE MAJOR

Economics 104, 105, 203, 206, 207
Mathematics 118, 119, 205, 206, 305, 309
Either Economics 338 or Mathematics 328

An additional three elective courses in mathematics or economics are required with at least one in economics. These courses must be at the 200-level or above and must be approved by the advisors to the major in the respective departments.

MATHEMATICS-PHYSICS**Advisors:**

Associate Professor Leslie, *Chair, Department of Mathematics*

Associate Professor Bowling, *Chair, Department of Physics and Astronomy*

This major is offered to provide an integrated study of mathematics and its application in theoretical physics. Students will offer at least 27 semester hours in mathematics and 23 semester hours in physics. Other courses may be elected in mathematics and physics, not to exceed a combined total of 60 semester hours.

BASIC COURSES REQUIRED

Mathematics 205, 206, 309 (the additional hours must be approved by the Department of Mathematics)

Physics 110, 111, and 15 additional hours as approved by the Department of Physics and Astronomy

PHYSICS-ASTRONOMY**Advisor:**

Associate Professor Bowling, *Chair, Department of Physics and Astronomy*

This major is described under the Department of Physics and Astronomy.

SOCIOLOGY-ANTHROPOLOGY**Advisor:**

Associate Professor Cochran, *Acting Chair, Department of Sociology and Anthropology*

This major is described under the Department of Sociology and Anthropology.

governmental parties. The comprehension of these relationships relies upon the perspectives, theories, insights, and methods of a number of different disciplines. This major draws primarily from the disciplines of economics, history, and political science

A prospective major should consult the advisor of the program in order to develop a course of study with an appropriate balance among the disciplines of economics, history, and political science. She should acquire proficiency in a foreign language, especially if she plans to study abroad. It is also recommended that a student complete the intermediate level of a second foreign language.

International Relations majors are encouraged to participate in the various intercultural courses offered through the Global Awareness Program and to take advantage of other opportunities to study abroad.

REQUIREMENTS FOR THE MAJOR
(Minimum of 36 hours, maximum of 60 hours)**INTRODUCTORY COURSES**

Political Science 103 and 105

Economics 104 and 105

These should be taken during the freshman and sophomore years. Students who want to focus on Asia should take History 110 and 111; students who want to focus on Europe should take History 101 and 102; students who want to focus on Latin America should take Political Science 107 and 108.

THEORY COURSES

Four courses, at least three of which must be in one discipline:

Political Science 322, 326, 354, 378, 399

Economics 315, 316, 334, 350, 351

GEOGRAPHIC AREAS

Four courses from among three of the following groups:

Europe: History 311, 313, 314

Asia: History 352, 353, 355, Sociology 375

Africa: History 358, 359

Latin America: Political Science 328, 329, 335, 342, 374, Economics 360

LANGUAGE

One course beyond the intermediate level

INTERNATIONAL RELATIONS**Advisor:**

Assistant Professor Scott, *Department of Political Science*

International Relations is the study of the relations among both nations and non-

INTERNATIONAL RELATIONS

in a modern foreign language (does not count toward the major).

Additional courses that count toward the major

Students may take up to eight courses from the following:

Economics: 315, 316, 334

History: 311, 313, 352, 353, 354, 358, 359

Political Science: 304, 307, 322, 326, 354, 376, 378, 380, 399

Sociology: 375

With the director's approval, other courses may be counted toward the major.

Courses recommended for the major

Proficiency in a foreign language, especially if study abroad is planned.

Completion of the intermediate level of a second foreign language.

of the senior year before two members of the faculty. The paper may be written in connection with one of the 300-level courses listed below, prior to the last semester, or by taking Political Science 490 or its equivalent in another department, with the permission of that department and the advisor of Latin American Studies.

Other courses in Latin American Studies:

Political Science 211 (Sociology 214, Spanish 206), 290 (Spanish 290), 342 (Bible and Religion 350), 374

Additional courses that count toward the major

Students may take up to three courses from the following:

Political Science 322, 354 (Philosophy 305)

Economics 315 (Political Science 315), 350, 351

Spanish 311

LATIN AMERICAN STUDIES

Advisor:

Associate Professor Montgomery,
Department of Political Science

BASIC COURSES REQUIRED

Political Science 107, 108 (Spanish 102, 103)

REQUIREMENTS FOR THE MAJOR

At least one course must be taken from each of the following groups:

Anthropology: 201, 303

Economics: 334, 340 (Political Science 335), 360

International Politics: Political Science 328 (History 340), 329

Latin American Literature: Spanish 344, 354

All majors must complete a minimum of 24 hours in addition to the basic courses, not to exceed a total of 60 semester hours. A minimum of 12 hours beyond the basic courses must be completed at Agnes Scott College. All students must take two courses in Spanish beyond the intermediate level or demonstrate proficiency in Spanish as determined by the Department of Spanish.

A major research paper must be defended orally during the second semester

MATHEMATICS

Associate professors:

Robert A. Leslie, Chair

Myrtle H. Lewin

Assistant professors:

Margaret Gorley Ehrlich (part-time)

Zacharia Rasello Manare (part-time)

Lawrence H. Riddle

Daniel F. Waggoner

The curriculum in the Department of Mathematics is designed to help students think clearly and logically; to analyze problems; to understand and be able to use the language, theory, and techniques of mathematics; and to develop skills and acquire mathematical tools needed in the application of mathematics.

The courses offered give mathematics majors a solid background for graduate study, teaching at the secondary school level, and professional employment. A student interested in both mathematics and physics is invited to consider a mathematics-physics major.

REQUIREMENTS FOR THE MAJOR

205, 206, 305, 321, 480

A minimum of five courses at the 300 level or above, excluding 480

One course from each of the following groups:

315, 331, 352 or 309, 312, 328

Students who are planning to major in mathematics should take calculus at the appropriate level in the freshman year.

115 is not counted toward the minimum

30-hour major if taken after completion of 328.

101 and 150 are not counted toward the

minimum 30-hour major.

REQUIREMENTS FOR THE MINOR

The mathematics minor is designed for those students who wish to study mathematics significantly beyond the introductory level and focus on an area of special interest without accomplishing a major. A student planning a minor in mathematics is required to consult with the Department to insure the coherence and relevance of the program of study planned.

Mathematics 205

At least three additional courses at the 200 or 300 level, one of which must be at the 300 level.

101s. FINITE MATHEMATICS (3)

Topics appropriate to the social and management sciences. The topics are selected from set theory, logic, matrix algebra, linear programming, mathematical models, and financial mathematics.

115s. ELEMENTARY STATISTICS (3)

Statistical measures and distributions, probability and its application to statistical inference, linear correlation, hypothesis testing, confidence intervals, and applications in the natural and social sciences.

Does not satisfy Distributional Standard in Mathematics

117f,s. PRECALCULUS (4)

Topics to include algebra, trigonometry, functions, and analytic geometry.

118f,s. CALCULUS I (4)

An introduction to limits, differentiation, and integration with applications.

119f,s. CALCULUS II (4)

Continuation of 118 to include the integral and its applications, logarithmic and exponential functions, trigonometric and hyperbolic functions, and techniques

of integration.

Prerequisite: 118

150f,s. INTRODUCTION TO COMPUTER PROGRAMMING (2)

An introduction to computers, principles of problem solving in a structured programming environment, programming techniques, and applications.

Does not satisfy Distributional Standard in Mathematics.

205f,s. CALCULUS III (4)

Continuation of 119 to include indeterminate forms, Taylor's formula, improper integrals, sequences and series, parametric curves, vectors, lines and planes.

Prerequisite: 119

206s. LINEAR ALGEBRA (4)

Vector spaces, linear transformations, matrices, and determinants, with applications to systems of linear equations, geometry, and other selected topics.

Prerequisite or corequisite: 205 or permission of the instructor

210f. DISCRETE STRUCTURES (3)

An introduction to the basic concepts and techniques of the mathematics of discrete structures. Topics selected from sets, equivalence relations, elementary algebraic structures, enumeration, recurrence relations, generating functions, graphs, trees, Euler circuits, and the inclusion-exclusion principle. This course includes mathematical topics of particular value to students interested in computer science.

Prerequisite: 118 or permission of the instructor.

250s. INTERMEDIATE COMPUTER PROGRAMMING (3)

A study of the design of well-structured algorithms and their implementation in Pascal, modular programming techniques, the effective use of the fundamental data structures including records and files, and an introduction to dynamic data structures.

Prerequisite: 118, 150 or permission of the instructor

305s. CALCULUS IV (4)

Continuation of 205 to include vectors, curves, surfaces, partial differentiation,

DEPARTMENT OF MATH

| | |
|---|---|
| multiple integrals, and introduction to vector analysis. Prerequisite: 205, 206 or permission of the department chair | 328s. MATHEMATICAL STATISTICS AND PROBABILITY (4) An introduction to some of the basic statistical methods in the classical theory of inferential statistics, probability theory, estimation, hypothesis testing, and applications. Prerequisite: 205 Offered 1990-91 and alternate years |
| 309f. DIFFERENTIAL EQUATIONS (4) First and second order differential equations, higher order, linear, ordinary differential equations, existence and uniqueness theorems and applications. Prerequisite: 205 Offered 1991-92 and alternate years | 331f. FUNDAMENTALS OF REAL ANALYSIS (4) The topology of the real number system, and the axiom of completeness. Rigorous development of some central ideas in analysis, including limits, continuity of functions, and convergence of sequences and series. Prerequisite: 205 Offered 1990-91 and alternate years |
| 312s. NUMERICAL ANALYSIS (4) A study of numerical methods in mathematics to include numerical solutions of equations, linear and nonlinear systems of equations, numerical differentiation and integration, and curve fitting. Prerequisite: 205, 250 or permission of the instructor Offered 1991-92 and alternate years | 345. TOPICS IN MATHEMATICS (3 OR 4) A specialized topic in mathematics. The subject to be examined will be chosen according to the interests of students and faculty. Prerequisite: permission of the department chair |
| 314f. INTRODUCTION TO MODERN GEOMETRY (4) Affine, projective, and Euclidean geometries and their postulational development. Prerequisite: 205 Offered 1990-91 and alternate years | 350f. DATA STRUCTURES AND ALGORITHM ANALYSIS (4) A study of some fundamental algorithms in computer science and their associated data structures. Formal approach to the verification of algorithms, with an emphasis on space and time considerations. Topics to be covered include stacks, queues, linked lists, trees, graphs, searching and sorting techniques, and numerical algorithms. Prerequisite: 119 or permission of the instructor, 210 and 250 |
| 315s. TOPOLOGY (4) An introduction to topological and metric spaces, continuity, compactness, and connectedness, with special emphasis on the topology of \mathbb{R}^n . Prerequisite: 205 Offered 1990-91 and alternate years | 352s. INTRODUCTION TO COMPLEX ANALYSIS (4) The algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series, and residue calculus. Prerequisite: 205 Offered 1991-92 and alternate years |
| 321f. INTRODUCTION TO MODERN ABSTRACT ALGEBRA (4) Important algebraic structures, including groups, rings, integral domains, and fields. Prerequisite: 205 | 410f.s. SPECIAL STUDY (2-4) Open to majors only |
| 325f. MATHEMATICAL MODELS AND APPLICATIONS (4) Mathematics that emphasize the development of techniques of model building. Applications to illustrate the techniques are drawn principally from the natural and social sciences. Prerequisite: 205 Offered 1991-92 and alternate years | 480f. MATHEMATICS SEMINAR (1) 490f.s. INDEPENDENT STUDY (4-8) |

MUSIC

Professor:

Ronald L. Byrnside

Associate professors:

Calvert Johnson

Theodore K. Mathews, Chair

Instructors:

Rowena S. Renn

Sarah Steinhardt (part-time)

The Department of Music provides a curriculum designed to prepare its majors for graduate study and the professional music world. It also seeks to meet the needs of nonmajors through a variety of courses in music appreciation and applied music. The guiding philosophy in all instruction is that music is a humanistic, not a mechanistic discipline, and is a central part of a true liberal education.

REQUIREMENTS FOR THE MAJOR Courses

A minimum of 14 hours in music theory consisting of 111, 112, 211, and 212 or 211-212 and two 300-level theory courses 213, 214, 305, 480

Performance

A minimum of 10 semester hours in one instrument or voice and a maximum of 18 semester hours in applied music. A minimum of eight semester hours in one applied area is permitted if the student elects project in lieu of a senior recital. Students concentrating in voice will be asked to demonstrate some proficiency on the piano by the end of their sophomore or junior year.

A senior recital or project in lieu of recital (410 or 490)

Ensemble Experience

A minimum of two years in an approved College ensemble

REQUIREMENTS FOR THE MINOR

A minimum of twenty hours in the department including Music 111 and 112. A minor program may have an emphasis in performance, theory, or history, but its specific design must be created with the guidance and approval of the department chair.

MUSIC APPRECIATION**106f. INTRODUCTION TO****THE ART OF MUSIC I**

(3)

Basic concepts and terminology appropriate to various kinds of music. A study of the relationship of music to society and the other arts. Intended for nonmajors

107s. INTRODUCTION TO THE ART OF MUSIC II

(3)

A continuation of 106 with special emphasis on the concept of style.

Prerequisite: 106 or permission of the instructor

204s. HISTORY OF JAZZ

(3)

Trends, developments, and personalities in American jazz.

205f. AMERICAN POPULAR MUSIC

(3)

A chronological study of American popular music in the eighteenth, nineteenth, and twentieth centuries. Works are examined in terms of musical and textual content and in the light of their sociological contexts.

THEORY AND HISTORY OF MUSIC**108f. MUSIC THEORY FOR****NONMAJORS**

(3)

Designed for students with little or no knowledge of music theory, the course teaches the elements of music in sufficient depth to enable the student to read music and compose song forms.

Not open to students who have had 111.

111f. BASIC THEORY AND MUSICIANSHP I

(4)

A study of key signatures, scales, and part-writing with the laboratory devoted to sight singing and ear training.

3 LEC, 1 LAB

112s. BASIC THEORY AND MUSICIANSHP II

(4)

A continuation of 111 with emphasis on chord formations and organizations.

3 LEC, 1 LAB

Prerequisite: 111

207f. VOCAL MUSIC

(3)

A study of the literature and performance practice of classical solo song. Emphasis is placed on art songs but excerpts from

DEPARTMENT OF MUSIC

operas and oratorios are included.

211f. ADVANCED MUSIC THEORY I (4)
Continuation of 112 with emphasis on functional tonality and chromatic harmony.
3 LEC, 1 LAB
Prerequisite: 112

212s. ADVANCED MUSIC THEORY II (4)
A continuation of 211 with emphasis on functional tonality and classical forms.
3 LEC, 1 LAB
Prerequisite: 211

213f. MUSIC BEFORE 1750 (3)
A chronological study of Western art music from the Greek civilization through the Baroque era.
Prerequisite: 112

214s. MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS (3)
A chronological study of Western art music from the late eighteenth, nineteenth, and early twentieth centuries.
Prerequisite: 213

215f. (GERMAN 215) GERMAN CIVILIZATION AND MUSIC I (4)
Reading and lectures on German culture with emphasis on music.
Not offered 1990-91

216WG. (GERMAN 216) GERMAN CIVILIZATION AND MUSIC II (2)
Lectures on German culture and civilization with travel to Berlin, Leipzig, Dresden, Prague, Vienna, and Munich.
Prerequisite: 215 (German 215)
Not offered 1990-91

217f. SYNTHESIZER I (1)
A study of synthesizer keyboards, including their principles of operation, their methods of performance, the programming of sounds, and the composing and editing of scores using computer software.
Prerequisite: permission of instructor

220s. (WOMEN'S STUDIES 220). WOMEN IN MUSIC (3)
An historical and sociological overview of the role women have played in music as composers, performers, teachers, critics, historians, theorists, and patrons not only in the European art tradition but in other traditions as well from antiquity to the present.

305f. TWENTIETH-CENTURY MUSIC (3)
The characteristics and tendencies of music since 1900. Outstanding composers and significant works will be studied.
Prerequisite 214 or (for nonmajors) 106 and permission of the instructor

311f. ORCHESTRATION (3)
A course to develop skills in the writing, reading and analysis of orchestral scores. Emphasis is placed on writing.
Prerequisite: 212 or 112 and permission of the instructor

312s. FORM AND ANALYSIS (3)
A detailed examination of formal controls as revealed in selected contrapuntal and homophonic works of music.
Prerequisite: 212

313s. TECHNIQUES OF COMPOSITION (3)

380s. SPECIAL TOPICS IN MUSIC (3)
Topics of special interest in music history or theory.

410f,s. SENIOR STUDY IN MUSIC THEORY OR HISTORY (2-4)
Specialized study for majors to meet the needs of the individual students.

480s. SENIOR SEMINAR (3)
Specialized areas of music designed to meet the needs of students in the seminar. Open to senior music majors only

490f,s. INDEPENDENT STUDY (4-8)

CHURCH MUSIC

208f. HISTORY OF CHURCH MUSIC (BIBLE AND RELIGION 208) (3)
A study of the development of liturgy and worship practices, and especially of the role of music in Jewish and Christian worship.

Offered 1990-91 and alternate years

209F. HYMNOLOGY (BIBLE AND RELIGION 209) (3)

A study of the development of Christian hymnody from its Jewish roots to the present day and of its relationship to the history of the Christian Church.

Offered 1991-92 and alternate years

MUSIC EDUCATION

Students who may be interested in pursuing a certification program are referred to the Education Department description of our state approved program.

APPLIED MUSIC

Credit: Credit is awarded for applied music offered by the College as follows:

One credit hour for each semester at the 100 and 200 level; two credit hours for each semester above the 200 level. No students are permitted organ or harpsichord instruction without a background on keyboard.

Beginning level instruction on piano and voice are offered in the following courses:

150Af,s. CLASS PIANO I (1)

Class instruction on piano for students who are beginners on the instrument.

Students will be taught in a piano laboratory, and those who complete 150A will normally proceed onto 150B unless her instructor believes her skills are developed sufficiently to warrant her being placed in 151 for individual lessons.

150Bf,s. CLASS PIANO II (1)

Class instruction for students who may have had some training on the instrument but whose skills are undeveloped and in need of review. Laboratory instruction for them will begin at this level. Students from 150A will also elect 150B unless exempted by the instructor. Students with adequate training will begin individual lessons in 151.

180Af,s. CLASS VOICE I (1)

Class instruction on vocal technique for students with no prior training. Students who complete 180A will normally proceed onto 181 for individual lessons. If the instructor believes the student would benefit more by continued class instruction, the student will be placed in 180B.

180Bf,s. CLASS VOICE II (1)

Class instruction on vocal technique for students who have had some musical training on either an instrument or voice but whose vocal skills are undeveloped. Instruction for these students will begin at this level. It may also be elected by students from 180A on the recommendation of the instructor. Students with adequate preparation will begin individual instruction in 181.

Beginning level instruction is also offered in strings (170A, 170B) and winds (190A, 190B), and students here will also be given group instruction when registration justifies it. No students are permitted instruction on organ or harpsichord without a background on keyboard. One hour of instruction and six hours of practice weekly are required of all students who take applied music for credit. A performance exam will be conducted at the end of each semester. The music major may register for two additional credit hours for her senior recital. Nonmajors may earn a maximum of fourteen credit hours. After four semesters, nonmajors who wish to continue applied music must take a course in Music Theory, or some other approved course in the Music Department.

Noncredit: Students who wish to take applied music without credit will be required to pay a fee.

Courses in applied music are numbered as follows:

Harpsichord: 141, 142; 241, 242; 341, 342; 441, 442; 449 (Senior Recital)

Piano: 150A, 150B (for beginners), 151, 152; 251 252; 351, 352; 451, 452; 459 (Senior Recital)

Organ: 161, 162; 261, 262; 361, 362; 461, 462; 469 (Senior Recital)

Strings: 170A, 170B (for beginners), 171, 172; 271, 272; 371, 372; 471, 472; 479 (Senior Recital)

Voice: 180A, 180B (for beginners), 181, 182; 281, 282; 381, 382; 481, 482; 489 (Senior Recital)

Winds: 190A, 190B (for beginners), 191, 192; 291, 292; 391, 392; 491, 492; 499 (Senior Recital)

Prerequisite: written permission of the department chair

DEPARTMENT OF PHILOSOPHY

ENSEMBLES

The Agnes Scott Glee Club studies sacred and secular choral music, and it performs several times during the year. It is open to students without fee and membership is by audition. Other ensembles open to qualified students include London Fog, a jazz vocal group; Joyful Noise, a gospel vocal group; and the Agnes Scott College Community Orchestra.

PHILOSOPHY

Professors:

David P. Behan, Chair
Richard D. Parry

There are two different but complementary approaches to courses in philosophy. The systematic approach is through courses that deal with specific problems (e.g., 104, 130, 232). The historical approach is through courses in the history of philosophy (e.g., 206, 209, 210). Students considering courses in philosophy should seek the advice of the members of the department concerning particular courses.

The requirements for the major in philosophy embody two goals. The first is that the student learn, through close work with primary sources, the ideas of the major philosophers. The second is that the student develop and practice techniques of critical analysis and constructive reasoning. In fulfilling the requirements, the student majoring in philosophy acquires a thorough grounding in the major areas of the discipline and also develops her own critical and creative philosophical skills.

REQUIREMENTS FOR THE MAJOR

Students considering a major in philosophy should try to complete 103, 206, and 209 before the end of the sophomore year. Logic: 103 or 220

History of Philosophy: 206 and 209

Value Theory: 104 or 130

Metaphysics and Epistemology: three courses from the following: 320, 323, 324, 325, 339, 340, 341

REQUIREMENTS FOR THE MINOR

Logic: 103 or 220

History of Philosophy: 206 and 209

Value Theory: 104 or 130

Metaphysics and Epistemology: two courses from the following: 320, 323, 324, 325, 339, 340, 341

103s. INTRODUCTION TO LOGIC (3)

An introduction both to the rudiments of critical thinking, with emphasis on analysis of ordinary discourse into formal symbolism, and to the properties of formal systems.

104f. ETHICS (3)

A consideration of some contemporary moral issues, such as euthanasia, abortion, war, and world hunger, and their relation to traditional ethical theories from Plato to Kant.

130f. (POLITICAL SCIENCE 130) POLITICAL AND LEGAL PHILOSOPHY (3)

The major figures in political and legal philosophy from Plato to Marx.

201SG. (CLASSICS 201) THE GREEK SETTING OF THE SOCRATIC DIALOGUES (3)

An intensive study of some early dialogues of Plato with special reference to the political and historical context in which they were written.

Offered summer 1991 and alternate years

206f. (CLASSICS 223) HISTORY OF ANCIENT PHILOSOPHY (3)

The thought of major figures in Western philosophy from the pre-Socratic era to the Middle Ages.

209s. SEVENTEENTH- AND EIGHTEENTH-CENTURY PHILOSOPHY (3)

The historical development of philosophic thought in the seventeenth and eighteenth centuries. Readings in Descartes, Spinoza, Locke, Berkeley, Hume, and Kant.

210f. PHENOMENOLOGY AND EXISTENTIALISM (3)

Phenomenology and existentialism through readings in Husserl, Heidegger, and Sartre.

Offered by arrangement with instructor

Alternates with 220

220. SYMBOLIC LOGIC (3)

The language and rules of derivation for sentential and predicate logic.

Prerequisite: permission of the instructor

Offered by arrangement with instructor

Alternates with 210

232f. (ART 232) (THEATRE 242) AESTHETICS (3)

A consideration of such issues as the nature of the experience in the various arts, the status of the artistic object, and the objectivity of judgment in art.

265s. PHILOSOPHICAL PERSPECTIVES ON WOMEN (3)

Philosophical issues associated with the nature of women, their roles in society, their political and property rights.

Offered 1989-90

303s. PHILOSOPHY OF SCIENCE (3)

An investigation of such issues as the nature, justification and scope of scientific method; the patterns of scientific explanation in the natural sciences; and the reality of scientific constructs.

Offered by arrangement with instructor

305s. (POLITICAL SCIENCE 354) MARX AND VARIETIES OF SOCIALISM (3)

The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese Communism, and Yugoslav self-management will be considered.

Offered 1991-92 and alternate years

308f. THE CLASSIC PERIOD OF AMERICAN PHILOSOPHY (3)

Pragmatism in the works of Peirce, James, Royce, and Dewey.

Prerequisite: 206 or permission of the instructor

Offered by arrangement with instructor

Alternates with 341

312s. (POLITICAL SCIENCE 312) PHILOSOPHY OF LAW (3)

Critical examination of natural law theory, legal positivism, legal realism, and

critical legal studies. Particular emphasis on Hart and Dworkin.

Prerequisite: 130 or permission of the instructor

315s. (BIBLE AND RELIGION 345) PHILOSOPHY OF RELIGION (3)

See Bible and Religion 345 for description.

Prerequisite: one course in philosophy, or Bible and Religion 101 or 110

317s. (POLITICAL SCIENCE 357) NEO-MARXISM (3)

Examination of major Marxist theorists of the twentieth century and of the problems and conditions that have shaped their thought.

Prerequisite: 305 or permission of the instructor

Offered 1990-91 and alternate years

320s. PLATO (3)

An intensive study of selected dialogues.

Prerequisite: 206 or 104

Offered 1990-91 and alternate years

323s. KANT'S CRITICAL PHILOSOPHY (3)

An intensive study of Kant's Critique of Pure Reason.

Prerequisite: 209

Offered by arrangement with instructor

Alternates with 339

324s. ARISTOTLE (3)

An intensive study of topics selected from the logical, epistemological, and metaphysical works.

Prerequisite: 206

Offered 1991-92 and alternate years

325f. MEDIEVAL PHILOSOPHY (3)

Beginning with neo-Platonism, the course concentrates on the writings of St. Augustine, Abelard, St. Anselm, St. Thomas Aquinas, John Duns Scotus, and William of Ockham.

Prerequisite: 206

Offered by arrangement with instructor

Not open to students who have had 310

Offered 1991-92 and alternate years

339f. THEORY OF KNOWLEDGE (3)

A critical study of major issues in

DEPARTMENT OF PHILOSOPHY

contemporary epistemology.

Prerequisite: 209

Offered by arrangement with
instructor

Alternates with 323

340s. THE METAPHYSICAL PROBLEM OF THE SELF (3)

Contemporary metaphysical theories of
the self assessed in comparison with those
of Descartes, Locke, and Hume.

Particular emphasis upon the concept of
person and the philosophic problem of
personal identity.

Prerequisite: permission of the instructor

341f. CURRENT PROBLEMS IN ANALYTIC PHILOSOPHY (3)

A consideration of some problems in
ordinary language philosophy.

Prerequisite: 209

Offered by arrangement with
instructor

Alternates with 308

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in fields or
periods of philosophy.

490f,s. INDEPENDENT STUDY (4-8)

recreation. Four semester hours of physical
education are required for graduation. No
more than four semester hours will count
toward the 124 hours necessary for graduation.
Letter grades are given but do not
count in the quality-point ratio. Students
with no prior physical education on the
college level will take one course in Fitness and
Health Assessment. Other courses taken to
fulfill the four semesters requirement may be
taken from any area; however, it is strongly
recommended that students take at least one
course from the Lifetime Activities area.

The recently completed Robert W.
Woodruff Physical Activities Building with
its basketball courts, eight-lane 25 meter
swimming pool, and weight room with
Nautilus equipment; the track and field; and
the dance studios and racquetball courts in
the Alston Campus Center provide quality
facilities for classes, recreational opportuni-
ties, club, and intercollegiate sports.

FITNESS AND HEALTH ASSESSMENT

101. AEROBIC DANCE (1)

Fitness through continuous
movement.

102. BODY FITNESS (1)

Fitness through use of weight training.

103. FITNESS SWIMMING (1)

Fitness through lap swimming and
interval workouts.

Prerequisite: Intermediate level
swimming strokes

105. HYDROBICS (1)

Fitness through vigorous water exercises.

106. JOGGING FOR FITNESS (1)

Fitness through individualized running
programs.

108. LOW IMPACT AEROBICS (1)

Fitness through movement in which one
foot is in contact with the floor at all
times.

LIFETIME ACTIVITIES

110. ARCHERY/BADMINTON (1)

Basic skills of archery are covered. Care of
equipment, scoring, shooting techniques, and
types of rounds are included. Badminton
includes skills, rules and singles and doubles play.

PHYSICAL EDUCATION

Professor:

Kathryn A. Manuel, Chair

Associate professors:

Doris Black

Marylin B. Darling

Instructors:

Cynthia Peterson

Anthony C. Serpico

Agnes Scott College has a tradition of recognizing that physical activity is an essential component of the total growth and education of women. Physical education is required of all students in the academic program, not only for physical well-being, but to develop lifetime activities for fitness and

DEPARTMENT OF PHYSICAL EDUCATION

| | | | |
|---|-----|---|-----|
| 112. FENCING | (1) | 125. TRACK AND FIELD | (1) |
| Foil fencing for the individual with little or no experience. Skills, techniques, and bouting are covered. | | Introduction of track and field events. | |
| 114. FOLK, SQUARE, AND SOCIAL DANCE | (1) | 126. RACQUETBALL/BADMINTON | (1) |
| International folk dances, American square dances, and social dance from 1930 to the present are taught. Offered 1990-91 and alternate years. | | Basic skills of racquetball, rules and strategies are covered. Badminton includes skills, rules and singles and doubles play. | |
| 115. GOLF | (1) | TEAM SPORTS | |
| Basic skills are covered. Rules and golf etiquette are included. Several trips are made to the driving range. (Fee required) | | 130. BASKETBALL/VOLLEYBALL | (1) |
| 116. JAZZ | (1) | Basic skills of basketball and volleyball are covered. Strategies, team play, and rules for both sports are included. | |
| Basic elements of jazz dance are included. One dance required per session. | | 131. SOCCER | (1) |
| 117. RIDING I | (1) | Basic skills are covered. Team play and rules are included. Offensive and defensive strategies are emphasized during the last half of the semester. | |
| Beginning riding; dressage seat geared toward combined training. Taught off-campus. (Fee required) | | 132. SOFTBALL | (1) |
| 118. RIDING II | (1) | Basic skills are covered. Team play and rules are incorporated. | |
| Intermediate riding. Continuation of Riding I. Taught off-campus. (Fee required) Prerequisite: Riding I or permission of the instructor | | SPECIALIZED ACTIVITIES | |
| 119. RIDING III | (1) | 140. BALLET | (1) |
| Advanced Riding. Students perform basic dressage on difficult horses. Includes possibilities for jumping. Taught off-campus. (Fee required) Prerequisite: Riding II or permission of the instructor | | Basic ballet technique including the Cecchetti positions. | |
| 120. SWIMMING | (1) | 142. LIFEGUARD TRAINING | (1) |
| Swimming for the beginner and intermediate. Five basic strokes are covered. | | Red Cross certified lifeguard training course. Prerequisite: Advanced level swimming; ability to swim 500 yards; current first aid and CPR certificates required no later than ten days after the completion of the course to receive certification. (Fee required) | |
| 122. TAP AND CLOG | (1) | 144. MODERN DANCE | (1) |
| Basic elements of tap and clog. A dance in each area is taught each session. Offered 1991-92 and alternate years. | | The elements of contemporary dance are introduced and explored. Technique, improvisation, and choreography are emphasized. | |
| 123. TENNIS | (1) | 146. SYNCHRONIZED SWIMMING | (1) |
| Tennis for the individual with little or no prior experience. Forehand, backhand drives, and the serve with game procedures and rules are covered. | | Basic synchronized swimming strokes and figures are covered. Students perform a routine at the end of the semester. Prerequisite: Advanced level swimming strokes | |
| | | Offered 1990-91 and alternate years | |

DEPARTMENT OF PHYSICAL EDUCATION

147. WATER SAFETY INSTRUCTORS (1)

Red Cross water safety instructor course. Students perfect swimming skills, learn techniques of teaching all levels of swimming.

Prerequisite: Introduction to Health Services Education course taught at Red Cross service centers (4 hours); Advanced lifesaving; permission of the instructor; screening test is given. (Fee required)

148. SKIN AND SCUBA DIVING (1)

Techniques and requirements for scuba diving certification. Scuba certification will be awarded upon successful completion of the course, which includes open water dives (off-campus trip).

Prerequisite: Proficient water skills, lifeguard training or permission of the instructor (fee required).

Offered 1990-91 and alternate years

CLUB ACTIVITIES AND INTER-COLLEGIATE SPORTS

Students wishing to complete part or all of their second year of physical education by participation in club activities or intercollegiate sports may do so if they meet the prerequisites.

200. BASKETBALL TEAM (1)

Prerequisite: permission of the instructor

202. CROSS COUNTRY (1)

Prerequisite: permission of the instructor

203. DOLPHIN CLUB (1)

Prerequisite: selection by tryout and permission of the instructor

205. SOCCER TEAM (1)

Prerequisite: permission of the instructor

206. STUDIO DANCE THEATRE (1)

Prerequisite: selection by audition and permission of the instructor

207. TENNIS TEAM (1)

Prerequisite: team selection by tryout and permission of the instructor

209. VOLLEYBALL TEAM (1)

Prerequisite: permission of the instructor

PHYSICS & ASTRONOMY

Associate professor:
Arthur L. Bowling, Jr., Chair
Assistant professor:
Alberto C. Sadun

Physics and astronomy are attempts to understand and to predict as many natural phenomena as possible, using a few conceptual models tested by experiment and observation. The preparation acquired through concentration in physics or physics-astronomy provides a general, flexible foundation for graduate study or for professional work in physics, astronomy, or engineering. A student interested in both physics and mathematics is invited to consider a mathematics-physics major.

Astronomy courses incorporate the use of the Bradley Observatory and the College's 30-inch Beck telescope located at Hard Labor Creek Observatory.

REQUIREMENTS FOR THE MAJOR PHYSICS

Courses required in the discipline:

Physics 110, 111: 26 additional hours as approved by the department. Physics majors should take Physics 110, 111 during the freshman year.

Courses required outside the discipline:

Mathematics 150, 205

PHYSICS-ASTRONOMY

Courses required in the discipline:
Physics 110, 111; 8 additional physics hours as approved by the department
Astronomy 120, 121; 12 additional astronomy hours as approved by the department. Physics-Astronomy majors should take Astronomy 120, 121 and Calculus during the freshman year.
Courses required outside the discipline:
Mathematics 150, 205

REQUIREMENTS FOR THE MINOR IN ASTRONOMY

Physics 110, 111, Astronomy 120, 121 and a minimum of 12 hours of astronomy

courses beyond Astronomy 121.

The recommended sequence:

Physics 110, 111, Astronomy 120, 121, 200, 211, 300, 330. The program must have the approval of the Chair of the department.

PHYSICS**110f. INTRODUCTION TO MECHANICS AND ELECTRICITY**

Study of motion, gravitation, and electrical phenomena.

Calculus is used.

3 LEC, 1 LAB

Prerequisite: Mathematics 119 or permission of the instructor

(4)

111s. INTRODUCTION TO MAGNETISM, HEAT, SOUND, AND LIGHT

(4)

Elements of magnetism, thermodynamics, and the physics of wave phenomena.

Calculus is used.

3 LEC, 1 LAB

Prerequisite 110

242f. ANALOG ELECTRONICS

(1)

DC and AC circuits, semiconductor devices and applications, operational amplifiers, power supplies.

1 LAB

Prerequisite: 110

243s. DIGITAL ELECTRONICS

(1)

Number systems, Boolean algebra, logic gates, memories, introduction to microprocessors.

1 LAB

Prerequisite: 242

320f. CLASSICAL MECHANICS

(3)

Newton's system for describing motion, special relativity, oscillations, motion under the influence of central forces.

Prerequisite: 111

Offered 1990-91 and alternate years

321s. CLASSICAL MECHANICS II

(3)

The formulations of Lagrange and Hamilton, accelerated reference frames, rigid body motion, coupled oscillations and waves.

Prerequisite: 320

Offered 1990-91 and alternate years

330f. THERMAL PHYSICS

(3)

Equilibrium thermodynamics, presented from phenomenological and from statistical points of view.

Prerequisite: 111

Offered 1990-91 and alternate years

331s. STATISTICAL MECHANICS

(3)

Calculation of thermal phenomena using the methods of Boltzmann and Gibbs, elements of quantum statistical mechanics.

Prerequisite: 330

Offered 1990-91 and alternate years

340f. ELECTROMAGNETISM

(3)

Static electric and magnetic fields, introduction to boundary value problem, Maxwell's equations.

Prerequisite: 111

Offered 1991-92 and alternate years

341s. ELECTRODYNAMICS AND RADIATION

(3)

Time-dependent electromagnetic fields, classical electron theory, emission and behavior of electro-magnetic waves, relativistic invariance of the theory.

Prerequisite: 340

Offered 1991-92 and alternate years

360f. QUANTUM PHYSICS I

(3)

Quantum phenomena and the failure of classical physics, wave mechanics of quantum particles, illustrative one-dimensional problems, spin, multiparticle systems.

Prerequisite: 111

Offered 1991-92 and alternate years

361s. QUANTUM PHYSICS II

(3)

Approximation methods for static and for time-dependent situations, three-dimensional problems, angular momentum, scattering theory, elementary particles.

Prerequisite: 360

Offered 1991-92 and alternate years

410f,s. SPECIAL STUDY

(2-4)

Supervised study in specific areas of physics.

490f,s. INDEPENDENT STUDY

(4-8)

DEPARTMENT OF PHYSICS & ASTRONOMY

ASTRONOMY

120f.s. INTRODUCTORY

ASTRONOMY

(4)

Motions of the earth, moon, planets, and stars; the nature and evolution of the stars and of other objects within the galaxy. Familiarity with algebra is strongly recommended.

3 LEC, 1 LAB evening session at Bradley Observatory

121s. INTRODUCTORY

ASTRONOMY

(4)

The nature of galaxies, the history and large scale structure of the universe as presently understood, the evolution and properties of the solar system.

3 LEC, 1 LAB evening session at Bradley Observatory

Prerequisite: 120

200f. ASTROPHYSICS I

(3)

Topics in stellar evolution and cosmology, pulsars and black holes, quasars and active galaxies.

Prerequisite: 121

Prerequisite or corequisite: Physics 110

211s. OBSERVATIONAL

ASTRONOMY

(3)

Optical systems, astrophotography, photometry, spectroscopy. Requires one evening per week at Bradley Observatory.

Prerequisite: 121

300f. ASTROPHYSICS II

(3)

Dynamics of gravitationally bound systems, interstellar medium, stellar and planetary atmospheres, high energy phenomena.

Prerequisite: 200, Physics 111

320f. GALACTIC ASTRONOMY (3)

Physical structure and evolution of stars, exotic objects within the galaxy, properties of interstellar gas, dust, and plasmas.

Prerequisite: 200, Physics 111

330f.s. IMAGE PROCESSING IN

ASTRONOMY

(3)

The analysis and reduction of astronomical data taken as images with CCDs (charged coupled devices).

Extensive use is made of computers to enhance and measure the images taken at remote observatories.

Prerequisite: 121, 211 or permission of instructor

361s. COSMOLOGY

(3)

The origin and evolution of the universe is discussed, together with the origin of the elements. The future course the universe will take and the inflationary theory will be discussed as well.

Prerequisite: 200, Physics 111

410f.s. SPECIAL STUDY

(2-4)

Supervised study in various specific areas of astronomy.

490f.s. INDEPENDENT STUDY (4-8)

POLITICAL SCIENCE

Associate professors:

Augustus B. Cochran III, Chair

Tommie Sue Montgomery

Assistant professors:

George T. Brown

Janette B. Pratt (part-time)

Catherine V. Scott

Lecturer:

Michael Mears (part-time)

Politics is, in the words of Brian Fay, our "deliberate efforts to order, direct, and control (our) collective affairs and activities, to establish ends for our society, and to implement and evaluate these ends." There are few contemporary issues, ranging from artistic freedom to unemployment, from abortion to nuclear winter, that do not involve a significant political dimension. The discipline of political science offers a student the opportunity to think systematically about and to evaluate critically our political life.

The department offers courses in the sub-fields of political science: world politics, political theory, and comparative politics, including U.S. and Latin American politics. Students may study these fields in courses offered in a variety of formats: introductory level, upperdi-

vision surveys, advanced topics courses, and individual research. Classes are generally small and rely on a combination of discussion as well as lecture.

Because political knowledge is so closely related to other disciplines, the department recommends that majors choose electives from many areas, but especially from history, philosophy, and the social sciences. We also encourage majors to participate in internships with local, state, or national governments or private institutions such as the Carter Center, and in off-campus study programs, such as Washington Semester or Global Awareness.

REQUIREMENTS FOR THE MAJOR

102 and one of the following: 103, 105, 106

Methodology: either 399 or 490

A minimum of 24 hours on the 300 or 400 level

A minimum of one course from each of the following groups:

Comparative politics: 301, 302, 307, 310, 313, 316, 319, 342, 374, 377

Political theory: 303, 351, 354, 357, 379

World politics: 322, 326, 328, 329, 335, 378, 380

A maximum of two from the following cross-listed courses may be applied toward the major:

Economics 315, 334, 336

History 314, 334, 338, 352, 359

Philosophy 130, 312

Sociology 333

102f. INTRODUCTION TO AMERICAN GOVERNMENT (3)

A survey of American political institutions and issues: the Supreme Court, Congress, the Presidency, parties, interest groups, and public opinion.

103f. INTRODUCTION TO WORLD POLITICS (3)

Major problems and trends in world politics, especially since World War II: great power rivalry, revolution in weapons technology, emergence of the Third World, resource scarcity, and the role of international organizations.

104s. THE CONTEMPORARY POLITICAL CRISIS (2)

Exploration of a broad range of

contemporary books and articles that attempt to understand and explain the crises of power, ideology, and social change in the United States and the world.

105s. COMPARATIVE POLITICS (3)

A survey of developed and underdeveloped countries with emphasis on problems of political development, institutionalization, and economic growth.

106s. MODERN POLITICAL THOUGHT (3)

An examination of the major theorists whose ideas have shaped the politics and ideologies of the modern world.

107f. (SPANISH 102) INTRODUCTION TO LATIN AMERICA I (3)

An interdisciplinary introduction to the history, politics, and culture of Latin America. The course will cover the pre-Columbian to independence period.

108s. (SPANISH 103) INTRODUCTION TO LATIN AMERICA II (3)

An interdisciplinary introduction to the history, politics, and culture of Latin America. The course will cover the national period (early 19th century to present).

130f. (PHILOSOPHY 130) POLITICAL AND LEGAL PHILOSOPHY (3)

See Philosophy 130 for description.

211f. (SOCIOLOGY 214) (SPANISH 206) WOMEN IN LATIN AMERICA (3)

Women in Latin American history and at present. Focuses on women's social, political and economic role across time, and the contributions of women to Latin American culture.

Offered 1990-91 and alternate years

290s,SA. (SPANISH 290) TOPICS IN LATIN AMERICAN STUDIES (3)

Focus on the history, politics, culture, and

DEPARTMENT OF POLITICAL SCIENCE

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| literature of one country or region. Prerequisite: one course in Latin American Studies or 103 or 105 Corequisite: Spanish 240S or Spanish 340S. Not offered 1990-91 | 315s. (ECONOMICS 315) COMPARATIVE ECONOMIC SYSTEMS (3) See Economics 315 for description. |
| 301f. UNITED STATES LEGAL SYSTEM (3) Institutions, processes, basic concepts, and personnel of the United States judicial system. Prerequisite: 102 or permission of Chair | 316f. POWER IN CONTEMPORARY SOCIETIES (3) Who governs in advanced societies? An examination of power and the powerful and of several competing theories that claim to describe the current distribution of power. Prerequisite: 102 or 105 or permission of the instructor Offered 1991-92 and alternate years |
| 302s. CONFLICT RESOLUTION (3) Introduction to the theory and practice of conflict resolution. Includes practicum at the Neighborhood Justice Center of Atlanta. Prerequisite: 102 or permission of Chair | 319s. PUBLIC POLICY (3) Analysis of selected issues of public policy representative of the crisis of the contemporary welfare state. Prerequisite: 102 or 105 or permission of the instructor Offered 1990-91 and alternate years |
| 303s. CONTEMPORARY CONSTITUTIONAL ISSUES (3) Exploration and analysis of the legal aspects of contemporary social issues with an emphasis on the constitutionally based development of societal changes in the areas of women's rights, minority and racially based issues, rights of the impoverished, and rights of the criminally accused. Prerequisite: 102 or permission of Chair | 322f. POLITICS OF DEVELOPMENT (3) An examination of economic, political, and cultural explanations of underdevelopment and development, through the perspective of traditional modernization theory and dependency analysis. Prerequisites: 103 or 105 or permission of the instructor Offered 1991-92 and alternate years |
| 310f. POLITICAL PARTICIPATION (3) The extent, forms, and significance of the political activities of individuals, groups, and movements. Prerequisite: 102 or 105 or permission of the instructor Offered 1990-91 and alternate years | 326s. STUDIES IN WORLD ORDER (3) Global problems including war, environment, and poverty and alternative systems of world order. Prerequisite: 103 or permission of the instructor Offered 1991-92 and alternate years |
| 312s. (PHILOSOPHY 312) PHILOSOPHY OF LAW (3) See Philosophy 312 for description. | 328s. (HISTORY 340) U.S.-LATIN AMERICAN RELATIONS (3) U.S.-Latin American relations from the Monroe Doctrine to the present, with equal attention to history and contemporary events. Offered 1991-92 and alternate years |
| 313f. WOMEN AND POLITICS (3) Analysis of the interaction of stratification based on sex and the political system, with emphasis on participation, leadership, policy, and feminist theory. | |
| 314s. (HISTORY 314) EUROPE SINCE 1945 (3) See History 314 for description. | |

DEPARTMENT OF POLITICAL SCIENCE

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| 329s. INTER-AMERICAN FOREIGN POLICIES (3) Examination of the foreign policies and international relations of the nations of the western hemisphere, with particular attention to Latin America. Offered 1990-91 and alternate years | Offered 1991-92 and alternate years |
| 332s. (HISTORY 334) THE UNITED STATES FROM 1914 TO 1945 (3) See History 334 for description. | 352s. (HISTORY 352) SOUTH EAST ASIA (3) See History 352 for description. |
| 333f. (SOCIOLOGY 333) RACIAL AND OTHER MINORITY GROUPS (3) See Sociology 333 for description. | 354s. (PHILOSOPHY 305) MARX AND VARIETIES OF SOCIALISM (3) The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese Communism, and Yugoslav self-management will be considered. Offered 1990-91 and alternate years |
| 334s. (ECONOMICS 334) ECONOMIC DEVELOPMENT (3) See Economics 334 for description. | 357s. (PHILOSOPHY 317) NEO-MARXISM (3) Examination of major Marxist theorists of the twentieth century and of the problems and conditions that have shaped their thought. Prerequisite: 354 or permission of the instructor Offered 1991-92 and alternate years |
| 335f. (ECONOMICS 340) TOPICS IN LATIN AMERICAN ECONOMICS (3) These courses will deal with such topics as the debt crisis and problems of Latin American development. Prerequisite: One course in economics, international politics, or 108 (Spanish 103) Offered 1991-92 and alternate years | 359s. (HISTORY 359) SUB-SAHARAN AFRICA IN THE TWENTIETH CENTURY (3) See History 359 for description. |
| 340s. (HISTORY 338) THE UNITED STATES SINCE 1945 (3) See History 338 for description. | 374f. TOPICS IN LATIN AMERICAN SOCIAL CHANGE (3) These courses will deal with such themes as revolutionary movements in Latin America from independence to the present, and peasant movements. Offered 1990-91 and alternate years |
| 342f. (BIBLE AND RELIGION 350) THE CHURCH IN LATIN AMERICA (3) The colonial church to the present with focus on the twentieth century: liberation theology, emergence of Christian Base Communities, the church and social change, conflicts within the church as a result of movements for social change, and relations between church and state. Offered 1991-92 and alternate years | Topic for 1990-91: The African Experience in Latin America and the Caribbean. The evolving African experience in Latin America and the Caribbean and its effect on cultures, social structures, and politics in the region. From the 1804 revolution in Haiti to contemporary politics in Caribbean nations such as Grenada. |
| 351f. DEMOCRATIC THEORY (3) The evolution of meanings and justifications of democracy and problems of democratic institutions and practices in the modern nation-state. Prerequisite: 106 or permission of the instructor | 377f. TOPICS IN POLITICAL INSTITUTIONS AND BEHAVIOR (3) Topic for 1990-91: Southern Politics and the Civil Rights Movement. An examination of Southern politics with |

DEPARTMENT OF POLITICAL SCIENCE

emphasis on the interaction of race and class issues since World War II and the impact of the civil rights movement on the changing politics of the region.

378s. TOPICS IN WORLD POLITICS (3)

Topic for 1990-91: Comparative Communism. Comparative analysis of the origins of the Communist world, the development of indigenous forms of Marxism-Leninism in countries such as Cuba, Angola, and Mozambique and the recent reforms undertaken in systems such as the Soviet Union and China.

Prerequisite: 105 or permission of instructor

Offered 1990-91 and alternate years

379s. TOPICS IN POLITICAL THEORY (3)

Topic: The Politics of Work. An analysis of the nature and organization of work, emphasizing the impact of changing technology on power and authority in the workplace; selected public policies, such as health and safety regulation and gender inequalities; and initiatives to reform the governance of work, such as quality circles, codetermination, and employee ownership.

Offered 1991-92 and alternate years

380s. REFORM AND REVOLUTION (3)

Examination of the causes, forms, and limits of political change, through the study of selected cases.

Prerequisite: permission of the instructor

385s. THE UNITED STATES AND THE VIETNAM WAR (3)

Examination of the U.S. involvement in the war in Vietnam, its historical roots, the conduct of the war, its domestic and international consequences, and its continuing legacy.

399f. (SOCIOLOGY 399) METHODOLOGY OF SOCIAL SCIENCE RESEARCH (4)

The philosophy of social science and the principal methods of social research.

Open to political science, sociology, and sociology-anthropology majors only or by

permission of the instructor
410f,s. SPECIAL STUDY (2-4)
Supervised study in a selected field of political science.

482s. (ECONOMICS, PSYCHOLOGY, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.

Open only to senior majors in these departments

Prerequisite: permission of the instructors
Not offered 1990-91

490f,s. INDEPENDENT STUDY (4-8)

Independent research under the supervision of a member of the department.

PSYCHOLOGY

Professors:

Ayse Ilgaz Carden, Chair

Miriam K. Drucker

Associate professor:

Thomas W. Hogan

Assistant professor:

Eileen L. Cooley

Psychology is the scientific study of human and animal behavior. The departmental offerings reflect the diversity of areas within the field. The program for majors provides a strong background in academic psychology, including opportunities for both first-hand laboratory experiences and field experiences.

Students who are planning to major in psychology should consult with a member of the department as early in their college careers as possible. (Majors should try to elect Biology 100 and a mathematics course, excluding Mathematics 150, in either the freshman or sophomore year.)

REQUIREMENTS FOR THE MAJOR**Courses required in the discipline:**

121, 306, 307, 404, 405

Courses required outside of the discipline (preferably taken before the end of the sophomore year): Biology 100

One course in mathematics excluding Mathematics 150, which must be taken prior to 306

Courses recommended for the major:

At least one course in each of the following areas of psychology:

Social: 130, 240, 305

Personality and Abnormal: 310, 312, 316, 406

Developmental: 209, 210, 324

Cognitive and Physiological: 215, 220

REQUIREMENTS FOR THE MINOR

A minor in psychology must contain at least 22 hours of work in psychology. The minor program may be designed by the student to reflect her unique objectives; however, it is subject to the approval of the Chair of the Department in order to ensure disciplinary coherence and relevance to the student's objectives.

Required courses: 121, 306, 307

121f,s. GENERAL PSYCHOLOGY (4)

A scientific description of facts and principles of psychology. Emphasis on methods and results of experimental investigation of human and animal behavior.

Psychology 121 is the prerequisite for all other courses in psychology.

130s. PSYCHOLOGY OF WOMEN (3)

A critical review of psychological theory and research toward an understanding of the cognitive, social, and emotional behavior of women.

209f. (EDUCATION 201) CHILD PSYCHOLOGY (3)

Development of the individual from conception to adolescence.

210s. (EDUCATION 202) ADOLESCENT PSYCHOLOGY (3)

Development of the individual from the end of childhood to the beginning of

young adulthood.

215f. COGNITIVE PSYCHOLOGY (3)

A study of human cognition and perception with selected topics from attention, states of consciousness, human learning, memory, imagery, concept formation, language, problem solving, creative thinking, and intelligence.

Offered 1991-92 and alternate years

220f. PHYSIOLOGICAL PSYCHOLOGY (3)

The neurophysiological basis of various mental and behavioral processes such as sensory-motor mechanisms, perception, emotion, motivation, thinking, memory, language, sleep, and consciousness.

Offered 1991-92 and alternate years

240f. PSYCHOLOGY OF CROSS-CULTURAL CONTACT (3)

A study of the theories and research on how individuals confront and interact with members of other cultures, with special emphasis on factors that promote cross-cultural effectiveness.

305s. SOCIAL PSYCHOLOGY (3)

The behavior of the individual as influenced by the behavior and characteristics of other individuals.

306f. (SOCIOLOGY 360) EXPERIMENTAL DESIGN AND STATISTICS (4)

Basic principles of experimental design and the use of statistical analysis in social science research.

Prerequisite: one course in mathematics excluding Mathematics 150
(Introduction to Computer Programming)
3 LEC 1 LAB

307s. EXPERIMENTAL PSYCHOLOGY (4)

Fundamentals of the experimental methodology in psychology with an emphasis on research issues and methods in the areas of attention, perception, learning, and memory. Individual experiments are designed and carried out.

Prerequisite: 306
3 LEC 1 LAB

DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY

310s. PSYCHOLOGICAL ASSESSMENT (3)

Fundamentals and principles of psychological tests: administering, evaluating, and using results obtained.

312f. ABNORMAL PSYCHOLOGY (3)

The more common behavior disorders, with attention paid to their causes and therapy.

316f. PERSONALITY (3)

Theory and research in the field of personality.

324f. SPECIAL AREAS OF PSYCHOLOGY (2)

Quality of Life. A study of the current literature and research on life enhancement and the primary prevention of psychopathology.

Offered 1990-91 and alternate years

Grief and Death. A study of the current literature and research on dying, death, and grief.

Offered 1991-92 and alternate years

404f. HISTORY OF THEORY AND RESEARCH IN PSYCHOLOGY (3)

The historical background for current theories and research issues in psychology.

405s. CONTEMPORARY RESEARCH IN PSYCHOLOGY (3)

Contemporary research and problems in psychology with an emphasis on the in-depth study of selected topics.

406s. PRACTICUM (3)

Supervised field placement in an agency or institution dealing with psychopathology, counseling, or industrial/organizational psychology. Placement activities are supplemented by a weekly seminar and an extensive reading program.

Prerequisite: Permission of the instructor (priority will be given to junior and senior psychology majors).

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in fields or problems of psychology.

481s. (BIOLOGY 481) INTERDISCIPLINARY SEMINAR IN ANIMAL/HUMAN BEHAVIOR (1)

Open to students taking the

interdisciplinary major in biology-psychology or to senior majors in biology or in psychology with adequate preparation in both disciplines, as determined by consultation with both department chairs.

482s. (ECONOMICS, POLITICAL SCIENCE, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology. Open only to senior majors in these departments

Prerequisite: permission of the instructors
Not offered 1990-91

490f,s. INDEPENDENT STUDY (4-8)

Independent research is arranged under the supervision of a member of the department.

SOCIOLOGY & ANTHROPOLOGY

Professor:

John A. Tumlin, Jr.

Associate Professor:

Augustus B. Cochran III, Acting Chair

Assistant Professor:

Bernita C. Berry

Instructor:

Laurel Kearns (part-time)

Sociologists aspire to the scientific study of human society, but may also feel responsible for direct intervention in the tangible problems of their own neighborhoods. They observe the impersonal interplay of social forces that affect groups and large-scale organizations, as well as the effects on ordinary persons of gender, racial, religious and other categorizations. Sociologists generally work in complex societies and study social organizations.

Anthropologists are dedicated to the comparative study of culture, and enjoy noting both the unity of humankind and the diversity and originality of the ways by which different peoples

DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY

meet basic human needs. Much of the information anthropologists have gathered comes from small-scale non-Western societies, and this unfamiliar outlook gives a student a chance to step outside familiar experience and broaden her understanding of what it means to be "a normal human being."

The department offers a major in sociology, an interdisciplinary major in sociology and anthropology, and will encourage a gifted student to explore the option of a self-designed major that draws on the resources of other departments to tailor a program of study to her special needs.

REQUIREMENTS FOR THE MAJOR SOCIOLOGY

Courses required in the discipline:

Sociology 101, 351, 352, 360, 399

13 additional hours in sociology

Anthropology 101

Course required outside the discipline:

One course in mathematics (excluding Mathematics 150) which must be taken prior to 360

SOCIOLOGY-ANTHROPOLOGY

Courses required in the discipline:

Sociology 101, 315, 351, 399

Anthropology 101, 202, 305

7 additional hours in either sociology or anthropology

Courses required outside of the discipline:

One of the following: Biology 200 or 204; Psychology 220

One of the following: Economics 334 or 360; History 110 or 358; Political Science 105 or 107 or 108; Psychology 240

SOCIOLOGY

101f.s. INTRODUCTION TO SOCIOLOGY (3)

Current sociological theory and research as they relate to primary units of social life, social processes, and social institutions. Emphasis on relating concepts to contemporary American society.

Sociology 101 is the prerequisite for all other courses in Sociology except 333 and 336.

121s. ANALYSIS OF SOCIAL PROBLEMS (3)

Examination of alternative ways of defining, measuring, and intervening in social problems.

211s. THE FAMILY (3)

The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes, ethnic groups, and utopian communities.

214f. (POLITICAL SCIENCE 211) (SPANISH 206) WOMEN IN LATIN AMERICA (3)

See Political Science 211 for description.

217f. (EDUCATION 203) SOCIOLOGY OF EDUCATION (3)

Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity.

219s. INTRODUCTION TO SOCIAL WELFARE INSTITUTIONS (4)

Social welfare as a social institution and social work as a profession. Consideration of social welfare agencies. Offered 1990-91 and alternate years

225s. URBAN SOCIOLOGY (3)

The origins, characteristics, and effects of urbanization. The city as a locus for various kinds of relationships.

232s. CRIMINOLOGY (3)

Introduction to the study of delinquency, crime, corrections and criminal justice. Attention given to relationships between antisocial behavior and social markers.

315s. (BIBLE AND RELIGION 315) SOCIOLOGY OF RELIGION (4)

Analysis of religion as a social institution with emphasis on the relationships between belief systems and social organizations. Overview of historical and contemporary religious movements, with fieldwork in new religious movements.

DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY

320f. SOCIAL DEMOGRAPHY (3)

Introduction to population studies: fertility, mortality, migration, and the implications of population changes.

330s. SOCIETY AND SELF (3)

Theory and research in microsociology which analyzes self as a product of social process.

333f. (POLITICAL SCIENCE 333) RACIAL AND OTHER MINORITY GROUPS (3)

A study of race, ethnicity, and class contacts, which result in differences in access to privilege, prestige, property, and power.

Prerequisite: 101 or Anthropology 101

336f. SOCIOLOGY OF GENDER ROLES (3)

Analysis of historical and contemporary social roles of women and men with particular attention to socialization, stratification, social change, and attitude formation.

Prerequisite: 101 or Women's Studies 100

351f. HISTORY OF SOCIOLOGICAL THOUGHT (3)

Analysis of the content, historical background, and ideological settings of major nineteenth- and twentieth-century social theories.

352s. CONTEMPORARY SOCIOLOGICAL THOUGHT (3)

Analysis of the development of sociological thought and research during the twentieth century, focusing mainly on the work of representative sociologists in the United States and Europe.

Prerequisite: 351

360f. (PSYCHOLOGY 306) EXPERIMENTAL DESIGN AND STATISTICS (4)

See Psychology 306 for description.

399f. (POLITICAL SCIENCE 399) METHODOLOGY OF SOCIAL SCIENCE RESEARCH (4)

The philosophy of social science and the principal methods of social research. Open to political science, sociology, and sociology-anthropology majors only or by

410f.s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of sociology.

482s. (ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology. Open only to senior majors in these departments
Prerequisite: permission of the instructors
Not offered 1990-91

490f.s. INDEPENDENT STUDY (4-8)

ANTHROPOLOGY

101f. CULTURAL ANTHROPOLOGY (3)

Humans viewed both as culture-making and culture-made animals. Contributions of the cultural perspective to the understanding of variations and similarities in human bodies, languages, personality types, social organization, belief systems, and adaptations to ecosystems.

201s. NATIVE PEOPLES OF THE AMERICAS (3)

Cultural evolution and cultural ecology approaches in anthropology used in a comparative study of bands, tribes, and chiefdoms found in North and South America. Attention given to problems of acculturation, assimilation, and culture change after European contact.

Offered 1990-91 and alternate years
Prerequisite: 101

202s. ECOLOGICAL ANTHROPOLOGY (3)

Beliefs and behaviors viewed as adaptive mechanisms for environments. Human responses to the need to secure nutrients and other sources of energy, ensure their continuing availability, and make possible the survival of populations.

Offered 1991-92 and alternate years
Prerequisite: 101

262s. (CLASSICS 262). THE ARCHAEOLOGY OF THE ANCIENT WORLD (3)

Introduction to the methodologies and theoretical concerns of modern archaeology and application to the cultures of the ancient Mediterranean, including both a general overview of the material culture from the Neolithic through the Roman Imperial period and attention to specific archaeological problems.

Offered 1992-93 and every third year.

275WP. PERUVIAN CULTURES, PAST AND PRESENT (3)

On-site study of archaeological remains and current settlements spanning Peru. Ten hours of classroom instruction during the fall semester preceding the course. Offered during the winter break 1991-92 and alternate years

303s. PRE-COLUMBIAN CIVILIZATIONS (3)

Alternative answers to the question "Who is civilized?" examined through a comparative study of the high cultures of Middle and South America. Special attention given to Maya, Teotihuacan, Aztec, pre-Inca and Inca sociocultural systems.

Prerequisite: 101

305f. COMMUNICATION IN CULTURE AND SOCIETY (3)

Language investigated within and across cultural and social boundaries. Ways in which verbal and nonverbal patterns of communication signal and create identities, relationships, and meanings: how communicative behavior shapes and is shaped by the contexts in which it is used. Prerequisite: 101 or Sociology 101

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of anthropology.

482s. (ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, OR SOCIOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology. Open only to senior majors in these departments. Prerequisite: permission of the instructors

Not offered 1990-91

SPANISH

Professor:

Gunther Bicknese, Acting Chair

Associate professor:

M. Eloise Herbert

Assistant professor:

Rafael Ocasio

Instructor:

Lourdes Estévez Nasser (part-time)

The major in the Department of Spanish is designed to develop proficiency in the four language skills and to present the cultural, literary and historical background of Hispanic countries. Entering students are placed by the department after tests and interviews with faculty members.

All students of Spanish have the opportunity to live on the Spanish Hall and to improve fluency at the Spanish Dining Table or "la Mesa española", at the weekly tertulias, in the language laboratory, at the variety of academic activities hosted by the department, and in daily association with our Hispanic student community. The Global Awareness program provides the opportunity for students to live and study in a Spanish-speaking country. The student is also encouraged to engage in exchange programs with foreign upper-level Spanish or Latin American institutions.

REQUIREMENTS FOR THE MAJOR

223 or equivalent, 303, 304, 312; 344 or 354; a minimum of five additional courses at the 300 or 400 level

Cross-listed courses do not satisfy minimum requirements for the major.

Entering students whose foreign language proficiency is equivalent to one year of foreign language at the college level need 27 additional hours of foreign language credit above the 100 level to satisfy the requirements for a major; students entering with the equivalent of two years of foreign language at the college level need 24 additional hours above the Agnes Scott College intermediate level. This applies only to those students declaring a major in a foreign language and remaining in that major until graduation.

REQUIREMENTS FOR THE MINOR

Objective: To satisfy the needs and interests of students who wish to combine the study of

DEPARTMENT OF SPANISH

Spanish with other disciplines (International Relations, Economics, Psychology, etc.) A minimum of 18 hours of courses beyond Spanish 101, 200 and 201 or 203; 223; 303 and 304; 315

Students may also take advantage of the cross registration program to take courses in translation or commercial Spanish. Course choices are subject to the approval of the Department of Spanish. Students are strongly encouraged to acquire experience in a Spanish-speaking country through the Global Awareness Program or an approved study abroad program.

100f. ELEMENTARY (4)
Fundamentals of Spanish for conversation, writing, and reading. An introduction to Spanish literature. One hour of required practice.

101s. ELEMENTARY (4)
Continuation of 100. Students with a grade of A or B may proceed into 203. Prerequisite: 100

102f. (POLITICAL SCIENCE 107) INTRODUCTION TO LATIN AMERICA I (3)
See Political Science 107 for description.

103s. (POLITICAL SCIENCE 108) INTRODUCTION TO LATIN AMERICA II (3)
See Political Science 108 for description.

200f. INTERMEDIATE (3)
Training in the use of the Spanish language in conversation and writing. Readings from Hispanic literature. Prerequisite: 2 entrance credits or completion of 101

201s. INTERMEDIATE (3)
Continuation of 200.

203f. ACCELERATED INTERMEDIATE (5)
Accelerated study of language skills at the intermediate level. Grammar review. Practice in oral and written expression. Readings in Hispanic art, history, and literature. Prerequisite: 3 entrance credits or

permission of the department

206f. (POLITICAL SCIENCE 211) (SOCIOLOGY 214) WOMEN IN LATIN AMERICA (3)
See Political Science 211 for description.

223s. APPROACHES TO HISPANIC LITERATURE (4)
Reading and discussion of major Spanish and Spanish American works of various periods and genres. Introduction to critical methods of literary analysis. Prerequisite: 201 or 203 or permission of the department; 303 is recommended

223 is prerequisite to all 300- and 400-level literature courses, except by permission of the department.

290s,SA. (POLITICAL SCIENCE 290) TOPICS IN LATIN AMERICAN STUDIES (3)
See Political Science 290 for description and prerequisite.

301f. SPANISH LITERATURE TO THE GOLDEN AGE (3)
Offered 1990-91 and alternate years

303f. ADVANCED SPANISH LANGUAGE (4)
Phonetics, grammar review, work on the four language skills: listening, speaking, reading, and writing. Emphasis on oral proficiency. Prerequisite: 201 or 203 or permission of the department

304s. ADVANCED SPANISH LANGUAGE (3)
Grammar review, work on the four language skills: listening, speaking, reading, and writing. Emphasis on writing skills. Prerequisite: 303 or permission of the department

311f. THE GOLDEN AGE: CONFORMITY AND DISSENT (3)
The Moorish, picaresque, and exemplary novels, mystic poetry, the theatre of Lope de Vega, Calderon, and Tirso de Molina. Offered 1991-92 and alternate years

312f. THE GOLDEN AGE: PROSE (3)
A close study of the development of Spanish

prose in this important period. Suggested works: Francisco Delgado, *La lozana andaluza*; Miguel de Cervantes Saavedra, *Don Quijote*; Francisco Quevedo, *El Buscon*. Offered 1990-91 and alternate years

315f. HISPANIC CIVILIZATION AND CULTURE (3)

A study of significant developments in Spanish and Spanish-American civilization and culture.

Offered 1990-91

320s. TWENTIETH-CENTURY PROSE IN SPAIN (3)

Includes writers from Unamuno and Ortega to Arrabal and Goytisolo.

Offered 1991-92 and alternate years

344f. THE SPANISH-AMERICAN SHORT STORY FROM BORGES TO CORTAZAR (3)

Offered 1991-92 and alternate years

352s. THE NOVEL OF THE NINETEENTH CENTURY IN SPAIN (3)

Offered 1991-92 and alternate years

353s. MODERN POETRY OF SPAIN (3)

Offered 1990-91 and alternate years

354f. TWENTIETH-CENTURY SPANISH-AMERICAN LITERATURE (3)

Offered 1990-91 and alternate years

410f,s. SPECIAL STUDY (2-4)**490f,s. INDEPENDENT STUDY (4-8)**

establish high standards of creativity and critical awareness in order to deepen the student's appreciation of the theatre and its place in the liberal arts tradition. This aim is accomplished through a program that integrates theory, history, and practice. With the Winter Theatre as the laboratory, classroom acquaintance with all aspects of theatre can be expanded and supplemented through contact with the creative process leading to the produced play.

Students who are planning to major in Theatre should consult with a member of the Theatre department early in their college careers.

REQUIREMENTS FOR THE MAJOR**Courses required in the discipline:**

100 (preferably taken during the freshman year), 231, 308, 310, 312, 314, 326

Two of the following: 200, 201, or 202

One of the following resulting in a public performance: 327, 345, 410, or 490

Courses required outside the discipline:

Two of the following:

Art: 161 or 162; any courses listed under the History and Criticism of Art

Classics: 332

English: 313, 314, 323, or 329

Music: 106 or 107

Philosophy: 232

Dramatic literature courses in the Departments of Classical Languages and Literatures, French, German, and Spanish History: certain courses with the approval of the Department of Theatre

100f. INTRODUCTION TO THE THEATRE (4)

Study and practical application of various aspects of theatre as a performing art. Studies and experiences in dramatic literature, acting, directing, costume design, and scene design. Not open to students who have had 105 or 110 3 LEC, 1 LAB

117f. INTRODUCTION TO PUBLIC SPEAKING (3)

Techniques of effective oral communication including methods of organization, means of presentation, and voice and diction, practiced in the context of group discussion and public speaking.

Does not satisfy Distributional Standard in Fine Arts

THEATRE

Assistant professors:

Andrew W. Apter

Becky B. Prophet, Chair

Dudley W. Sanders (on leave 1989-90)

Instructor:

Jane Anne Ferguson (part-time)

The goal of the Department of Theatre is to

DEPARTMENT OF THEATRE

200f. TECHNICAL THEATRE (3)

Principles of stagecraft and lighting. Basic working knowledge of theatrical drafting, construction techniques for two- and three-dimensional scenery, painting, stage rigging and machinery, and lighting equipment and design. Practical application of techniques through participation in production.

2 LEC, 1 LAB

Western theatre with primary focus on theatre in the United States today. Practical application of material to producing experience.

2 LEC, 1 LAB

Offered 1991-92 and alternate years

201s. SCENE DESIGN (3)

Principles of scenic design for the proscenium stage. Emphasis on script analysis, basic composition and research skills, theatrical drafting, and execution of designs in a color medium. Practical application of techniques through participation in production.

2 LEC, 1 LAB

213f. COSTUME HISTORY (3)

A survey of costume and fashion design from classical Greece to the present. Emphasis on individual period styles and trends in development from period to period.

231f. ACTING I: IMPROVISATION AND CHARACTER DEVELOPMENT (3)

Exercises and presentations that tap creative energy and free the student's imagination for application to scene study and class performance. Equal emphasis on improvisation and character development in preparation for performance assignments.

202s. COSTUME DESIGN (3)

Principles of costume design for the stage. Emphasis on script analysis, period research, rendering techniques, and execution of designs in a color medium. Practical application of techniques through participation in production.

2 LEC, 1 LAB

235s. ACTING II: CHARACTER DEVELOPMENT AND TEXT ANALYSIS (3)

Text analysis, scene study, and presentation with major emphasis on the external factors of character, environment, and ensemble. Emphasis on practice with some study of theory in the preparation and presentation of performance assignments.

Prerequisite: 231 or permission of the instructor

203f. (ENGLISH 203) PLAYWRITING (3)

Principles of the craft of the playwright and the resources of the theatre, through reading of playscripts and the writing of a one-act play.

Prerequisite: permission of the instructor.

236s. MAKE-UP (1)

Methods and materials of make-up for the theatre, with emphasis on external creation of character in a wide range of styles.

206s. DANCE HISTORY (3)

A course designed to give the student a broad understanding of the historical background of the dance from its origins in primitive society to the present, with emphasis on its relation to the other arts and to the society of each period.

Offered 1991-92 and alternate years

239f. ACTING III: TEXT ANALYSIS AND PERIOD STYLES (3)

Study and practice in the presentation of scenes in various theatrical styles, from Ancient Greek to Brechtian. Preparation and presentation of a monologue and three scenes.

Prerequisite: 235 or permission of the instructor

211s. ORAL INTERPRETATION (3)

Approaches to the oral performance of literature, with emphasis on text analysis, rehearsal techniques, and performance skills. Literary forms for interpretation include prose, poetry, and drama.

242f. (PHILOSOPHY 232) (ART 232) AESTHETICS (3)

See Philosophy 232 for description.

212s. THEATRE MANAGEMENT (3)

An exploration of the history, theory, and practice of theatrical producing. A survey of the economic, sociological, and administrative aspects of producing throughout the history of

308f. THEATRE HISTORY I (3)

Theatrical works from classical Greece through the Renaissance analyzed in historical context. Emphasis on the

theatre architecture, staging and production practices, and acting styles of the times.

310s. THEATRE HISTORY II (3)

Theatrical works from the Renaissance through the mid-nineteenth century analyzed in historical context. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times.

Prerequisite: 308 or permission of the instructor

312f. THEATRE HISTORY III (3)

Theatrical works from the mid-nineteenth century to the present analyzed in historical context. Emphasis on dramatic theories, theatre architecture, staging and production practices, and acting styles of the times.

Prerequisite: 310 or permission of the instructor

314s. AMERICAN THEATRE HISTORY (3)

Theatrical works from the Colonial period to the present analyzed in historical context. Emphasis on dramatic theories, theatre architecture, staging and production practices, and acting styles of the times.

318s. EAST ASIAN THEATRE HISTORY (3)

A survey of the principal forms of theatre and the major plays of China from 1238 to 1948, and Japan from 1350 to 1939. A study of the basic techniques of presentation of theatre for the two cultures.

Offered 1990-91 and alternate years

326f. DIRECTING I (3)

Study in approaches to realizing a script in performance. Focus on text analysis, creation of a promptbook, and the presentation of a directed scene.

Prerequisite: 100 or 105 or 110 or permission of the instructor

327s. DIRECTING II (3)

Practical application of directing theories and skills through staging a one-act play for public performance, beginning with casting and ending with closing night.

Prerequisite: 326

332s. (CLASSICS 332). CLASSICAL DRAMA IN TRANSLATION (3)

Reading of selected Greek and Latin plays in English. Examination of historical context, production methods, literary significance, critical approaches, and comparison with modern works. Offered 1991-92 and every third year

345s. (ENGLISH 345) PLAYWRITING WORKSHOP (3)

Advanced study of the full-length playscript, with individual conferences and group workshop sessions culminating in the completion of a full-length play. Prerequisite: 203 or permission of the instructor

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study of selected topics in theatre history or dramatic literature, or supervised advanced projects in the areas of acting, design, directing, or playwriting.

490f,s. INDEPENDENT STUDY (4-8)

Exploration of an area of intellectual or artistic interest, which results in the creation of a major piece of art or research.

WOMEN'S STUDIES

Director: Assistant Professor Cozzens,
Department of English

Advisors: Professor Carden,

Department of Psychology

Professor Reynolds-Cornell,

Department of French

Associate Professor Cabisius, *Department of Classical Languages and Literature*

Associate Professor Cochran,

Department of Political Science

Associate Professor Kennedy,

Department of History

The Program in Women's Studies integrates liberal arts education at Agnes Scott by offering students opportunities to focus on women through introductory and specialized courses,

WOMEN'S STUDIES

research, and internships. Working closely with the academic departments and with several campus organizations, Women's Studies seeks to promote understanding and analysis of all aspects of women's experience in multiethnic perspective through scholarship and community activities.

Women's Studies courses, which may be interdisciplinary or disciplinary, encourage students to develop their skills in critical thinking and oral and written expression and to use gender as a category of analysis in many areas of study. Courses in the program emphasize women's past and present roles in culture, politics, economy, family, and society, or issues such as changing gender roles, feminist theory, contemporary legal and political questions, women in the workplace, or women's education.

Students may choose to minor in Women's Studies or to complement their other majors and minors with a selection of Women's Studies courses.

REQUIREMENTS FOR THE MINOR

Students may minor in Women's Studies by selecting a coherent program consisting of at least six courses chosen in consultation with the Women's Studies Director.

100 (permission of the Director required to exempt)

263 taken at least once

450 may count as one course

100f. INTRODUCTION TO WOMEN'S STUDIES (3)

An introduction to the issues and methods of women's studies. This interdisciplinary course examines changing experiences and perceptions of women both in the United States and other cultures. Topics include women and work, sexuality, medicine, maturing, and creativity.

130s. (PSYCHOLOGY 130) PSYCHOLOGY OF WOMEN (3)

See Psychology 130 for description.

211f. (POLITICAL SCIENCE 211) (SOCIOLOGY 214) (SPANISH 206) WOMEN IN LATIN AMERICA (3)

See Political Science 211 for description.

212s. (Sociology 211) THE FAMILY (3)

See Sociology 211 for description.

220s. (Music 220) WOMEN IN MUSIC (3)

See Music 220 for description.

224f. (Bible and Religion 224) WOMEN AND RELIGION (4)

See Bible and Religion 224 for description.

261f. (CLASSICS 261) WOMEN IN ANTIQUITY (3)

See Classics 261 for description.

263s. TOPICS IN WOMEN'S STUDIES (3)

An interdisciplinary course focusing on an aspect of women's history, feminist theory, women's creative works, women in cross-cultural perspectives, depictions of women and theories about women. Some understanding of basic issues in women's studies is recommended. Course may be repeated for credit when subject matter varies.

309f. (ART 309) THE WOMAN ARTIST IN THE TWENTIETH CENTURY (3)

See Art 309 for description.

313f. (POLITICAL SCIENCE 313) WOMEN AND POLITICS (3)

See Political Science 313 for description.

322f. (HISTORY 322) WOMEN IN MODERN EUROPEAN HISTORY (3)

See History 322 for description.

336f. (SOCIOLOGY 336) SOCIOLOGY OF GENDER ROLES (3)

See Sociology 336 for description.

410. SPECIAL STUDY (2-4)

Supervised intensive study of selected texts or a particular field within women's studies.

450. INTERNSHIP

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Decatur, GA

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Special interests, activities _____

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Special interests, activities _____

Name of parent or guardian _____

Address, if different from above _____

City _____ State _____ Zip _____

ACADEMIC CALENDAR 1990-91

FALL SEMESTER

| | |
|----------------------------|---|
| Classes begin | Thursday, August 30 |
| Labor Day holiday..... | Monday, September 3 |
| Fall (midterm) Break | Friday, October 19- Sunday, October 21 |
| Thanksgiving Break | Wednesday, November 21- Sunday, November 25 |
| Last Day of Classes..... | Tuesday, December 11 |
| Reading Days | Wednesday, December 12 Thursday, December 13 |
| Exams begin | Friday, December 14, 9 a.m. |
| Exams end | Wednesday, December 19, 12 Noon |

SPRING SEMESTER

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| Classes begin | Wednesday, January 23 |
| Founder's Day Celebration | Wednesday, February 20 |
| Spring (midterm) Break..... | Saturday, March 16 Sunday, March 24 |
| Easter Break | Friday, March 29- Sunday, March 31 |
| Last Day of Classes..... | Wednesday, May 8 |
| Reading Days | Thursday, May 9 Friday, May 10 |
| Exams begin | Saturday, May 11, 9 a.m. |
| Exams end | Thursday, May 16, 12 Noon |
| Exams Seniors begin | Friday, May 10, 2 p.m. |
| Exams Seniors end | Wednesday, May 15, 12 Noon |
| Baccalaureate | Friday, May 17 |
| Commencement | Saturday, May 18 |

